BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGOẠI NGỮ

Sinh viên : NGUYỄN THỊ HỒNG ÁNH

HẢI PHÒNG – 2021

BỘ GIÁO DỤC VÀ ĐÀO TẠO

TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

SOME TECHNIQUES TO ATTRACT CHILDREN AT HUU NGHI INTERNATIONAL KINDERGARTEN IN ENGLISH LESSONS

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH

Sinh viên   : NGUYỄN THỊ HỒNG ÁNH
Giảng viên hướng dẫn   : ThS. NGUYỄN THỊ PHƯƠNG THU

HẢI PHÒNG – 2021

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TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

Sinh viên: Nguyễn Thị Hồng Ánh   Mã SV: 1512751022

Lớp   : NA1901A

Ngành   : Ngôn Ngữ Anh

Tên đề tài: Some Techniques To Attract Children At Huu Nghi International Kindergarten In English Lessons

NHIỆM VỤ ĐỀ TÀI

1.   Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Nguyễn Thị Phương Thu

Học hàm, học vị   : Thạc Sĩ

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: Some Techniques To Attract Children At Huu Nghi

International Kindergarten In English Lessons

Đề tài tốt nghiệp được giao ngày 11 tháng 10 năm 2021

Yêu cầu phải hoàn thành xong trước ngày 31 tháng 12 năm 2021

Đã nhận nhiệm vụ ĐTTN	Đã giao nhiệm vụ ĐTTN
Sinh viên	*Giảng viên hướng dẫn*

Hải Phòng, ngày   tháng   năm 2021
XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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Đơn vị công tác: ....

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Nội dung hướng dẫn: ....

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Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

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1. Phần nhận xét của giáo viên chấm phản biện

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Giảng viên chấm phản biện
(Ký và ghi rõ tến)

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DECLARATION

I hereby acknowledge that this study is mine.

The data and findings discussed in the thesis are true, used with permission from associates and have not been published elsewhere.

ACKNOWLEDGEMENTS

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ABSTRACT

There is a global trend of having preschool children study a foreign language. In Viet Nam nowadays, English is taught to children in kindergartens as early as three to five years in some nursery school. As English remains an active medium of communication in many sectors of society as well as the prestigious and dominant medium in higher education, the professional world, and in the job market, the instrumental value of English is strongly felt by parents, who then translate these feelings into enthusiasm for an English education for their children.

Besides, the results indicate that Vietnamese nursery teachers lack English teaching methodology for children and classroom management skills. All the teachers have not only taken part in any regular training because at this time there are not any colleges or universities training English nursery school teachers in Vietnam, but also have not enrolled any professional training courses from center. Besides, the teachers also have difficulty in using teaching facilities and they need more appropriate teaching facilities.

The diploma thesis "Some techniques to attract children at Huu Nghi international kindergarten in english lessons" focuses on teaching English to a group of preschool children. It is divided into the theoretical part and the practical part. The theoretical part provides a general look into language teaching to preschool children and their development. It also explains the basic terms, principles of teaching very young learners and the suitable methods and activities for this age group. The main aim is to suggest the most beneficial and enjoyable activities for preschool children when learning English and evaluate their effectiveness in the acquisition process. The results show the suitability of the activities, acquisition ability of preschool children and what conditions can influence the process of their learning. At the end of the study, suggestions and solutions will be given to help the teachers in Huu Nghi international kindergarten overcome those challenges.

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CHAPTER I: INTRODUCTION

1.1. Rationale of the study

English has long been a popular language in the world, and in Vietnam it is an indispensable language in today's society where the necessity for learning the language is widely recognized. In the trend of global integration, an idea of promoting English as a second language is proposed, which reflects an increasing interest in English teaching and learning in Vietnam. The Circular 32/2018 - MOET dated on December 26th 2018 confirms this importance of English teaching and learning in the Vietnamese school system. Therefore, English is taught at all school levels from kindergarten, primary, secondary, high school and university.

Teaching English in the context where it is used as a foreign language requires a lot of efforts from teachers, and teaching English to children in kindergartens whose first language is still developing is even more challenging. Children at this age level just begin to become comfortable with using their mother language and thus being engaged in a new language learning may create some certain difficulties for children.

However, studies suggest that children learn languages better than adults, and so children may be able to excel at their English as a second language studies when they start in kindergarten. It is necessary to create a wide range of activities to make learning English more effective and to make learning fun and to encourage kids to enjoy a firm grasp on English language study.

At the same time, age plays a crucial role in what we teach and how we teach since a young learner class is different from an adult and/or a teenager class in terms of the learners' language learning needs, the language competences emphasized, and the cognitive skills addressed.

Teaching English for preschool learners, therefore, should be properly handled if it is to be successful. It needs highly skilled and dedicated teaching. Teachers of English for young learners need to have a sound understanding of how students think and operate, that is how kids learn a language.

Due to the above reasons, with the purpose that this study can help the Huu Nghi kindergartners in Hai Phong where I study better approach and learn English in the near future, the author has decided to carry out the research

entitled "Some techniques to attract children at Huu Nghi international kindergarten in english lessons".

1.2. Aims of the study

For the aim of improve the English teaching at kindergartens in Huu Nghi school, the researcher desired to undertake a research with the three following objectives. The first objective of the study is finding out the kindergarten thinking, characristic. The second one is methods that use for children in Huu Nghi school And the last main one is suggesting some activities to help the teaching and learning of English for very young learners more effectively.

1.3. Scope of the study

The minor thesis limits its scope to only teachers' perception towards English teaching some preschools in Hai Phong in order to find out the difficulties which they have to face in teaching process. And this thesis only focuses on teaching methods, classroom management skills and teaching facilities.

There are many experience activities in English teaching but this topic studies three specific experience activities such as: Drama show, Ring the golden bell and English presentation contest.

All Huu Nghi class will perform an experience activity but 2 main class with 50 children write in study.

1.4. Significance of the study

Teaching and studying English at the kindergarten is interested in, but how to teach and study in order to obtain effectively is an important problem which requires us to find the best methods. In particular, it is expected that students can integrate with English school environment happily and usefully. Hence, organizing experience activities for the children in the kindergarten is very essential according to the knowledge they learned so as to discover around the world, improve their character and make confidence.

The situation of teaching English at Huu Nghi kindergarten is limited. Thus, students are not excited, they even get tired and bored with studying English. Recognizing the disadvantages, the school board discussed with the board of directors in the company to find the methods which help students play, study, avoid the pressure and create a lively and meaningful study space for each class. Therefore, the school organized extracurricular activities in teaching English methods.

Lastly, practitioners and parents are alerted of the impact of the existing unfavorable contextual factors on learning. The myth of early language learning having an absolute advantage is questioned. Children do not automatically benefit from an early start in English learning. Instead, the importance of quality teaching at school and adequate support from home deserves equal attention.

1.5. Design of the study

The research is organized into five chapters:

Chapters I: Introduction – has provided some background that lead to the research. The aim, scope, significance and design of the study are also included in this section.

Chapter II: Literature Review – the discusses an overview of young learners and how to teach English to young learners. The section mentions the experiential activities including the methods, benefits of experiential activities and how to teach English through experiential activities. These section also gives some example of experiential activities.

Chapter III: Methodology, mentions the methodology applied to the research consisting of research questions, data collection method, description of subjects, procedures, and demonstrates questionnaires and observations checklists with data analysis.

Chapter IV: Results and Discussion, presents and discusses results of questionnaires and observation checklists.

Chapter V: Conclusion and Recommendations, gives suggestions for further research.

CHAPTER II: LITERATURE REVIEW

2.1. Preschool child

When preparing an English course for preschool children, it is important to know who preschool children are and to be aware of their characteristics. Preschool children are very specific language learners and they differ in behaviour, development and response to teaching methods to older learners. Teachers should understand the way of their thinking and follow their specific needs.

There are several definitions explaining the term preschool child in the context of the learning a foreign language. The term usually refers to a very young learner corresponding to the children at the age of three to six, usually attending a kindergarten or nursery school (in the English environment). The most accurate definition is provided by Reilly and Ward who defines very young learners as children "who have not yet started compulsory schooling and have not yet started to read. It means children between age of three and six. The children may be attending state or private nursery schools and they can learn English at school as the part of the school curriculum or during private lessons outside the school." (Reilly and Ward 2)

2.1.1. Characteristics of preschool child

Although the average age of a very young learner has been defined, it is a big difference between children who are three years old and those who are five, six. Every child is different and develops in a different way and pace. Because of that, Phillips (1993) points out that it is the maturity of children that is more important than their age. She also mentions a lot of factors that can influence how mature they are, including culture, environment, sex, expectations or their parents (Phillips 1993: 5). Nevertheless, teachers should be aware of some specific characteristics of preschool children as they can significantly affect the learning process. The following characteristics can be considered as characteristics of the average preschool child (Scott and Ytreberg 1).

Firstly, the most obvious is the children's demand for individual attention. Children at this age try to get the teacher's attention as much as possible by using various means, e.g. talking to them, touching them or hugging them. Secondly, they are not able to pay attention for a long time and they get bored

easily. It is assumed that they have a very short attention span. This fact should be taken into account when designing a course and preparing activities for children of this age. Teachers should use short activities that vary according to the pace, e.g. moving followed by calming activity such as drawing or crafts. Finally, it is important to realize that children need more time for absorbing language, and so it may take longer before they actually start producing something. At this point it is important for teachers not to force them to speak and rather allow them to speak in their mother tongue. This period is known as the silent period and it may even happen that children do not say anything in the lessons, but start speaking or saying something in the target language at home (Reilly and Ward 4). Teachers should accept it as a normal thing, since children have the right for it, and realize that even if "small children are not actually saying anything; they will still be taking it in" (ibid.). Therefore, two different kinds of skills have to be distinguished – receptive skills and productive skills. During the preschool period, the focus is mainly on receptive skills (sometimes known as passive skills) i.e. listening, because children do not need to produce the language, they receive and understand it with the help of their teacher. On the other hand, the main productive or active skill during the preschool period is speaking. A lot of activities include both receptive and productive skills e.g. listening results in speaking, which means receptive skills into productive skills ("Receptive skills"). Children are usually able to produce words by doing repetitive songs, rhymes, games, and plenty of choral work (Reilly and Ward 4). However, when children do not want to produce anything, it is their right to remain silent without teachers putting pressure on them.

Other characteristics of preschool child are defined by Scott and Ytreberg:

• Children at this age are self-centred and cannot see things from someone else's point of view. This usually results in unwillingness to play in a group or to share.They prefer playing alone, especially because they have their own playing habits and do not understand how others play and want them to do.

• They can have difficulty to distinguish between what is fact and what is fiction. Because of that, it happens that they consider things they have heard, seen somewhere (e.g. on TV) or dreamt about real and true. Teachers should be aware of that and do not admonish them for lying or making up stories.

• They know that there are some rules that have to be obeyed and even if they may not understand some of them, it gives them the feeling of security.

• For understanding, they use mainly hands, eyes and ears, which determines the physical world as dominant.

• Children generally love playing and games. Learning process is the most successful when children are enjoying themselves. On the other hand, they also like when something is done seriously, because it gives them the sense of a real work.

• Children are positive about learning and want to learn. Therefore, teachers should encourage them and praise them all the time. It develops their enthusiasm and establishes a good relation to learning.

• Children's world is completely different to adult's world and it is natural that children have problems understanding adults and vice versa. (Scott and Ytreberg 2, 3)

2.1.2.   Development of preschool child

This age is characterised by enormous development of children in all the areas of their personality. It is both physical and mental development that should be considered when preparing lesson plans for preschool children.

As it was noted earlier, children develop differently. Some of them develop early, some later. There are also different types of development; children can develop gradually, in leaps or bounds (Scott and Ytreberg 1). Dunn then mentions periods of rapid and concentrated development and little advanced periods that can appear at this age (Dunn 8, 9). Although it is the period of great changes, it is not possible to determine exactly when the changes happen. Every child is individual and only teachers are those who are able to find "how far up the ladder individual pupils are" (Scott and Ytreberg 1).

Scot and Ytreberg present the difference between five years old and seven years old or older on an example of joke as shown below:

Dad: "Did you get a good place in the exams, Julie?"

Julie: "Yes, Dad, next to the radiator."

5 years old children would probably laugh even when they do not understand the point in the joke. The reason why they laugh is because other people laugh too. On the contrary, 7 years old children find the jokes funny, but may not understand the point.

a.   Physical development

Physical development is connected with typical activeness and liveliness of children of this age. Children are active; they run, jump and explore the world

around them, which results from children's natural curiosity. Because of that, Dunn suggests that teachers should let children move during lessons and so prepare some motoric activities. On the other hand, he also points out that some activities may be difficult without development of muscular control (Dunn 14). The quality of their motoric coordination is improving and children are able to swim, ride a bike, ski and do other activities without problems (Hennová 10).

Their fine motor skills are developed too, including the development of eye-hand coordination. Children are able to use objects such as a pencil, scissors, spoon, fork, knife and toothbrush. Therefore, they can do simple actions, e.g. cutting and sticking (Matějíček 144). They can draw from simple animals or creatures to producing a very creative and detailed work. Drawing becomes one of the means of their presenting reality. However, it happens very often that subjectively important features predominate the real appearance of things (Hennová 10).

b. Cognitive development

Examining children's memory at this age, it is rather unintentional. Intentional memory appears when children are about five years old, otherwise mechanical memory is prevailing. Children are better at remembering concrete events. If those events are emotionally marked, long-term memory starts to play an important role. Thus, it is important to support mental development by constant repetition (Hennová 10).

Intuitive thinking is fully developed at this age, even though it is usually subjectively distorted, it does not follow the logic laws and influence of egocentrism is apparent.

Thinking is associated with perceived activities, and so children's active attitude to acquired words, supported by pictures and other visuals, is necessary (ibid.). Children are interested in how the world functions, for this reason it is always better to provide real, authentic aids, especially toys, which they can see, touch and feel (Matějíček 144).

c. Language development

According to the general concept of language development, children should be capable of the major grammar rules and syntax in their own language at the preschool age (Scott and Ytreberg 4). Scott and Ytreberg mention that preschool children should have several abilities concerning general language development, namely "to understand abstract, understand symbols and

generalise and systematise" (ibid). In fact, communication in the children's mother tongue is important for successful acquiring of the target language. The better children are able to use their first language, the better they are competent to learn the second language (Dunn 10). On the other hand, when learning a foreign language, it undoubtedly depends not only on what degree of the awareness they have, but also which mother tongue the children speak as well as some emotional and social factors should be involved (Scott and Ytreberg 4).

Furthermore, children are able to recognize what is similar and what is different; they also understand how to sort, classify and match things. Teachers can include simple puzzles, pairs, and "odd one out" activities. "They are starting to learn to count and to have a concept of quality, position, size, and amount. They are able to follow a story, predict what might come next, and ask questions about it. They can use their imagination to invent their own stories." (Reilly and Ward 5)

2.2. Preschool kid as a learner

Very young children are generally known as adaptive learners. However, this is achieved only when optimal conditions for learning are set. It means that children should be allowed to learn in their own way and pace and they should be given opportunity to follow their natural curiosity and need of exploring the world (Robinson 145 -147).

Slattery and Willis give a description of children as learners and answer the question "What learners are children?":

• they develop very fast as individuals.

• there are various ways in which they learn, e.g. observation, listening or actions.

• they are not able to understand grammar rules.

• they try to understand the given situation by the usage of non-verbal means.

• they use their mother tongue to speak about things they understand and about what they are doing.

• they are usually able to imitate sounds they hear.

• they are naturally curious.

• they involve their imagination in learning.

• they accept known and repeated activities well, they like routine.

• they are able to pay attention for a very short period of time, they need variability in learning (Slattery and Willis 4).

As it was already mentioned, every child is unique and so every learner. Teachers should realize that every learner learns in a different way, has his/her own learning style. Learning style refers to "pattern in leaner's responses and behaviour" (Brewster, Ellis and Girard 32). Pinter divides learning styles into three main categories - according to the type of personality there are careful and reflective, impulsive and more interactive types, according to the cognitive approach analytic and global type are distinguished and according to perceptua differences there are auditory learners, visual learners and kinaesthetic learners (Pinter 28). The last distinction seems to be the most commonly used (see the figure 1).

The teaching approach that incorporates all types of learning styles i.e. visual, auditory and kinesthetic is known as *multisensory approach*. It is based on the belief that learners learn best when the given information is presented in different modalities e.g. hearing, seeing, touching or tracing (Murphy in Moustafa). The multisensory approach is crucial when teaching preschool children, as it is the one that integrates sensory-motor activities. Thus, children can use their hands, eyes and ears to learn and understand.
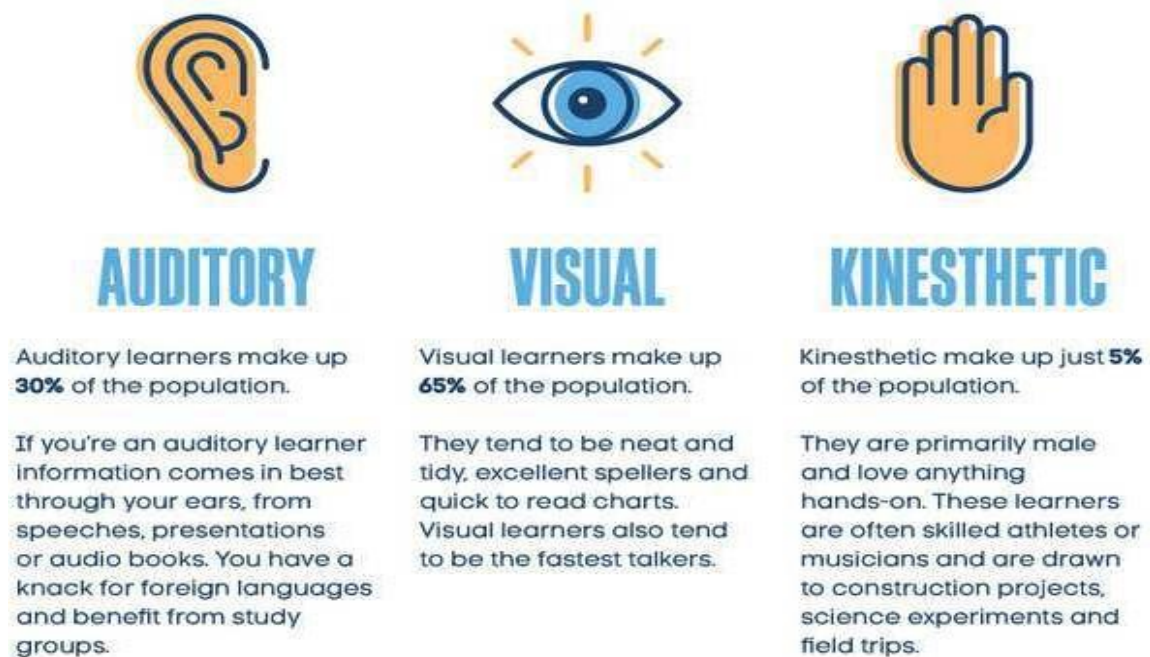
AUDITORY

Auditory learners make up **30%** of the population.

If you're an auditory learner information comes in best through your ears, from speeches, presentations or audio books. You have a knack for foreign languages and benefit from study groups.

VISUAL

Visual learners make up **65%** of the population.

They tend to be neat and tidy, excellent spellers and quick to read charts. Visual learners also tend to be the fastest talkers.

KINESTHETIC

Kinesthetic make up just **5%** of the population.

They are primarily male and love anything hands-on. These learners are often skilled athletes or musicians and are drawn to construction projects, science experiments and field trips.

Figure 1 Distinction of learning styles according to perceptual differences

Source: "How learning styles affects language learning." More Vietnamese. n.p. 2014. Web. 10 January. 2015.

2.2.1. Various conditions of learning English

There is a difference between learning English as a second language (ESL) and a foreign language (EFL). The terms seem to be very similar, but they „do require very different teaching strategies to meet the aims and objectives of the learners" (Lake). EFL is where teachers teach English to students in a country where English is not the native language. On the other hand, ESL is where English is taught to students in a country where English is the primary language. Therefore, the prepared course is aimed for children learning English as the foreign language (EFL).

Because of the fact that learning English at preschool age is very common nowadays, it happens that a lot of teachers of English who are teaching older learners or adults have become teachers of very young children (ibid.). They may be well trained and aware of specific teaching methods. However, they usually see their learners once a week (for 45 minutes) and so there is no chance to get to know them properly, their physical and cognitive development, their skills as well as they do not know what the children usually do with their class teachers e.g. which games they play and like. Additionally, the time of the lesson is determined (e.g. Monday at 2 p.m.) and children have to participate even if they are not in the right mood for learning, or they are even forced by their parents.

At the same time, a lot of preschool classroom teachers who are actually not trained to teach English are asked to teach English (ibid.). Although classroom teachers have to adjust their teaching methodology and get to know at least basics of the target language, they have necessary didactic tools and are usually better at understanding the level of preschool children's development. Therefore, the results of their teaching may show greater success than the ones of external teachers.

In addition to what is said above, different teachers (external and classroom) mean different attitudes to activities done in the classroom. Horká and Syslová distinguish three kinds of activities – *controlled, semi-controlled* and *free* (Syslová and Horká 42). Whereas external teachers, who have limited time to teach everything they need, are dependent mainly on controlled activities, class teachers who are teaching English can include free or

semicontrolled activities. It means that there may be some English games (e.g. jigsaw, pairs), toys, or books left in the classroom so as children can play with and use them wherever they want. Alternatively, class teachers can include an English song, chant or use English when colouring from time to time, depending on children's needs (from 5 to 45 minutes of using English). When teachers observe or help different groups of children in the classroom at the same time, they use so called *parallel approach.* Thus, children acquire the language through their interactions with the environment and their own experiences i.e. in a spontaneous way, which is based on playing games (Syslová and Horká 42).

The classroom can be considered a specific community, in which children experience influences of the social environment. They need to act and reflect their behaviour. Therefore, children learn and gain the knowledge and skills in practice (Valenta 64). Lave and Wenger talk about the *theory of situated learning*. They claim that learning is a function of activity, context and culture, in which it appears. This kind of learning has to be contrasted with the activities done at the abstract level and out of context. For successful results of learning, authentic context is necessary. To a considerable extent, situated learning has unintentional character (Lave and Wenger 14).

To sum up, it is believed that learning and cognition are most effective when situated within a meaningful context, culture and the community in which learners live.

Constructivists call this kind of learning *meaningful learning*. Their view of learning can be summarized as „a process of developing understanding through problem-solving and critical reflection. As an active process, learning is most effective and efficient when learners are engaged in learning by doing." (Naidu)

2.2.2. Early language learning

Although learning foreign languages by very small learners is very common nowadays and the age of children starting learning a foreign language is decreasing, there is no uniform opinion whether such an early star is good for children. Some authors and experts are for an early start and claim that the sooner the better. One of the promoters of an early star is Lojová (2006) who explains that: "experts endorsing this opinion support the Critical Period Hypothesis. They believed in brain plasticity at an early age which enables rapid subconscious learning and developing innate brain capacity. They also suggest that children´s potential is wasted if it is not being developed sufficiently at an

early age. Therefore this potential, and cognitive capacity in particular, must be stimulated by an enriched environment, so why not also by a foreign language." (Lojová 2006: 44) However, the learning process has to be adapted for children at this age and teachers should make the leaning attractive so as they could use their active potential. What is more, children can also develop a very good attitude to foreign languages and learning in general if they find it enjoyable and pleasing (Brumfit, Moon, and Tongue 7).

On the other hand, some authors and experts account for children's immaturity and disability to learn foreign languages. Donaldson considers the best age of starting a foreign language when children are about ten years old or even later. The reason is because very small children have not developed their communication skills yet, and they always need to be given the most attention, which can significantly spoil the learning process. She also thinks that they are not able to pay attention to a foreign language and so cannot use it properly (Donaldson 70).

Some people then argue that early language learning does not have any effect on children and there is not point doing it when children come from non-English environment and have lessons only once a week (e.g. 45 minutes lesson a week). Consequently, such arguments are disproved by Pinter who claims that "although children in non-English environments have limited opportunities to practise the language outside school and no immediate need or clear motivation to use and learn English, introducing children to a new language offers opportunities to widen their horizons and awaken their early enthusiasm and curiosity about languages." (Pinter 32)

Experts arguing for an early start identify several advantages of language learning at this age. Three years old children have already acquired basics of their mother tongue. Hence, it is the most suitable and effective time for starting learning the second language and acquiring its basics. It is also a period when the capacity of brain is highly developing. It happens that the capacity is not sufficiently used. For its effective development, it needs to be stimulated, e.g. by learning languages. Preschool children are then able to learn not only one language, but more languages, at least at an elementary level, but on condition that they are used in the children's surrounding at the same time. Children at this age are very good at imitating, which enables them to catch and reproduce intonation and pronunciation very well. As a result, they can acquire skills and

abilities at the level of a native speaker, when they are given the opportunity to experience him/her (Lojová 2005: 130, 131). Really and Ward mention also children's lack of restraint and their enthusiasm for learning, as opposed to adults, which help them not to be afraid of using the target language and build a good relationship to languages (Really and Ward 7). In addition, there have recently appeared some arguments that early language learning lead to understanding different cultures, their habits and customs, which results in development of tolerance and sympathy towards other people (Lojová 2005: 131).

Dunn lists the main advantages of early language learning as follows:

• It has a great impact on improvement of their study skills

• Children learn how to learn.

• Children become more adaptable and tolerant.

• It helps them to see their mother tongue from different point of view, i.e. by means of different grammar (Dunn 16).

2.3. Teaching English to preschool children

Teaching preschool children is very specific and so it brings some advantages as well as difficulties for teachers. Teachers in primary and secondary schools have to follow syllabuses, write tests, assign homework and asses their students very often. Consequently, it might be associated with pressure from a headmaster or higher administration. As opposed to that, teachers of preschool children can enjoy the lessons more. They are not forced to include particular activities and follow strict curriculum, therefore children's favourite game or activity can be repeated several times, even every lesson. Children are also less shy and so "not afraid to be imaginative and they are not yet bound by the constraints that demand that adults be logical'' (Really and Ward 7)

Teaching young children depends on their development stage. Activities that demand some skills that are not yet developed cannot be included. Because of that teachers should choose activities that are appropriate for the group, not below their intellectual level or too childish for them (Phillips 1993:7). Preschool children have also typical characteristics (see the chapter 1.1) that have to be followed. Children are not in a good mood every lesson, but they can be selfish and uncooperative. According to Reilly and Ward it happens that "if they want something, they will push another child over to get it and show little

concern for the other child's feelings. Some of them will use temper tantrums to try and get their own way, and may scream or bite. Some may need help with going to the toilet and there could be occasional accidents with incontinence." (Reilly and Ward 7)

The most important facts that teachers should know about teaching preschool children are summarized by Phillips (1993):

• "the activities should be simple enough for the children to understand what is expected of them.

• the task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work

• the activities should be largely orally based. " (Phillips 1993: 7)

2.3.1. Principles of preschool teaching

Teaching preschool children should be done in an enjoyable way, because it determines their attitude towards language learning. Children should feel safe and do not be afraid of participating in all activities and games. Teachers' task is to set up a friendly atmosphere and prepare activities suitable for them – i.e. a lot of games, songs, (Slattery and Willis 4). It is worth devoting time to lesson planning, it is not always an easy task though. According to Henová, when teaching preschool children and preparing lessons for them, several principles have to be followed:

• Adapt activities according to current situation and atmosphere in the classroom.

• Revise and repeat everything children have already learnt, it gives them sense of security and develops their self-confidence.

• Change activities very quickly, calming activities are followed by motoric, creative etc.

• Do not include grammar and grammar rules, children do not understand them.

• Do not be angry when children use their mother tongue, but encourage them to use the target language.

• Use authentic songs, rhymes, poems, stories.

• Use gestures, mimes and non-verbal expressions that children understand easily.

• Make the lesson entertaining, use fantasy to develop natural curiosity of children.

• Do not force children to participate if they do not want.

• Use familiar topics based on children' experience, family and home.

• Repeat activities and games children know and like (Hennová 12,13).

2.3.2. The roles of the teacher

Preschool children, who are at their beginnings of learning, are not responsible for their own learning. It is the teacher who children depend on. The teacher's task is to transmit approaches to learning English to children. There is a kind of personal relationship that is necessary for successful learning process. Teachers present not only language but also culture that is connected with learning foreign languages (Dunn 16).

Teachers of preschool children should possess certain qualities and they should convey the knowledge as assessable to children as possible (Richards 10). Children demand teachers who are kind, sympathetic and patient, some children then appreciate when teachers are more friends and temporary mothers and fathers (Musgrove and Taylor 17). According to Richards, there are both theoretical and practical aspects of the teaching the teachers should be aware of, namely interpersonal, intellectual, physical, spiritual, and aesthetic. It can be noted that teaching is a complex activity, in which teachers have to make decisions and are professionally responsible (Richards 10-13).

According to Horká and Syslová, there are certain qualities preschool teachers should possess, for they are necessary for development of each individual:

• **Acceptance** (to tolerate others and accept everyone positively).

• **Empathy** (to be able to identify with other people's feelings and try to understand them).

• **Authenticity** (to behave truly, naturally, do not hide emotions and be yourself) (Horká and Syslová 84).

Teachers should be undoubtedly experts in their fields of study and have corresponding qualification. Their language level should be "advanced" on the ACTFL5 scale (third level on the four levels scale). Apart from language skills and methodology knowledge, teachers should be also familiar with development of human beings and theories of language acquisition (Hanušová and Najvar 12).

Vojtková further points out that the teachers' level of English should be very high, preferably C16 according to The Common European Framework.

There is no point teaching some vocabulary, song and chants, but more important is to communicate with children in a natural way. She also thinks that teachers should not read teachers books in mother tongue asVietnamese, because when they are not able to follow lesson plans in English, then their language skills and vocabulary are not sufficient enough for working with very young learners. Other qualities of preschool teachers are methodology competence and a good attitude to the target language and motivation to its studying (Vojtková in Hanušová and Najvar 13).

2.3.3. Classroom management

Organisation of the learning process plays an important role, since it determines the course of the lessons and increases children's concentration and perception (Hennová 15). Furthermore, organization helps children to feel secure and content.

However, it is not always easy to organize a group of preschool children. They are not used to sitting at the desks for a long time, as they lose their attention very quickly. They prefer running around the classroom and enjoying themselves. Teachers need to be flexible and prepared for unexpected things, because it may happen that something e.g. an activity is not going well and so it is necessary to change it as soon as possible (Holden 6-9). It is usually better to include something the children like and turn back to the original activity later or the next lesson (Reilly and Ward 11).

First of all, teachers should consider the organisation of the classroom so as it can be suitable for children at this age. It should be spacy enough for doing activities like dancing, moving and active games, but safe at the same time. Classrooms should be coloured and decorated for children to feel well in a friendly atmosphere. Desks are not necessary, it is always better to seat the children on a carpet (or cushions) in a circle facing the teacher for easy communication (Reilly and Ward 11). When doing some art and craft activities, children can sit at the desks or work on the floor as well. It is necessary to change not only activities but also their organization in the classroom. Apart from traditional places for learning, Hennová suggests using less common ones like different parts of the classroom or going outside, depending on a particular activity the teacher is planning to do (Hennová 15).

Reilly and Ward point out that "children of this age are not used to pair or group work and the activities will generally be whole class, choral-type work led

by the teacher or done on an individual basis" (Reilly and Ward 11). Nevertheless, some activities may be done individually, especially art and craft. If there is a mix ability class, it seems necessary to divide the children into groups according to their abilities and developmental age (ibid.).

Finally, it is inevitable to set up some class routines. It is thought that without routines and rules children tend to be anxious, stressed and it can have a negative impact on their learning (Brewster, Ellis and Girard 36). Classroom routines can include starting and ending of the lesson with the same song, saying or chant; giving orders; sitting at the table when drawing; using particular phrases for greetings etc.

Sometimes it happens that children do not want to cooperate or are not willing to join the group. There are a lot of possible reasons; they may be tired, anxious or hungry. Teachers should not force them to participate, but wait until they want to join in (Reilly and Ward 12). Another problem can appear when teachers include competitions. There is usually a winner and a loser, which can stress children who are not very successful. Although it can be a great fun, Scott and Ytreberg advise teachers not to use competitions as it usually leads to division of good and bad learners. "Language learning is a situation where everyone can win", and so organised competitions as well as physical rewards and prizes should be avoided (Scott and Ytreberg 11).

2.3.4. Languages in the classroom

When teaching English to preschool children, teachers have to face an important issue which language to use in the classroom. It may seem that preschool children are too young to be exposed only to English. However, majority of authors dealing with preschool language learning agree that it is essential to use English as much as possible (Hennová 11, Phillips 1993 :8,Reilly and Ward 5). It is usually the only opportunity to hear the foreign language in a familiar environment for most of the children(Hennová11)

On the other hand there are also times when the use of English is counter-productive (Phillips 1993: 8). Children can feel stressed and frustrated when they do not understand, e.g. when teachers give instructions of complicated activity in English. In such situations, it is inevitable to use a couple of words in the mother tongue, which can help to explain how to make something. Really and Ward stresses the importance of using the mother tongue for the following reasons:

• **Security** (for some children, learning English can be a very traumatic experience, compared to swimmers being thrown at the deep, so teacher should start speaking in the mother tongue and slowly include more and more English during the course).

• **Need for communication** (some children are eager to speak, especially about their toys, parents, friends etc., teachers should not forbid them to speak in their mother tongue, for it may lead to failure of their relationship)

• **Giving instructions** (sometimes giving instructions in English is too complicated and time consuming that children do not understand and a game or activity is then spoiled; it is better to give the instructions first in English and then translate them into the mother tongue; later when the children are more confident and aware of the games, activities and routines of the lesson, the mother tongue can be omitted) (Reilly and Ward 5).

Following what was stated above, it is suggested making a compromise between the mother tongue and English. Teachers should help the children understand and adapt their language to the age of preschool children, but speak naturally at the same time (Hennová 11). Dunn points out that the language should resemble the language parents speak with their children (Dunn 53). Slattery and Willis talk about the so called *caretaker talk*. Its features help children acquire language in a more natural way. Teachers should repeat phrases said earlier, keep children's attention by asking questions, encourage children and react positively even if they say something that is not well pronounced and try to improve it (Slattery and Willis 12). Other characteristics of caretaker talk are reduced speed of speech, shortened and simple sentences and limited range of vocabulary appropriate for the children (Littlewood 16).

There are a lot of possibilities of making the communication easier, Dunn mentions body language, different tone of voice, movements, pictures, authentic materials like objects, books etc. (Dunn 49). Brumfit, Moon and Tongue stress the importance of gestures, facial expressions and action, because "it gives children clues to the meaning of what they hear and so draws their attention to and helps them to become familiar with the sounds, rhythms and stress of the foreign language which are different from those of their first language." (Brumfit, Moon and Tongue 221)

Slattery and Willis make a list of advice how languages should be used in the classroom:

• Use English as the main language for communication.

• Use gestures, pictures and actions for better understanding.

• Let children use their mother tongue, especially at their beginnings.

• Translate what children say in their mother tongue.

• Try to answer children's questions in English as much as possible.

• Use the mother tongue when explaining new activities and games or when they do not understand.

• Try to use English as much as possible, try to describe pictures or things present in the classroom, activities you do etc. (Slattery and Willis 12).

2.3.5. Syllabus and lesson planning

Syllabus is a very important part of teaching, because it gives the idea of "what is to be taught and what is to be learnt" (Cameron 28). When designing a syllabus for preschool children, teachers have to consider its difference from one for older learners. Children at preschool age cannot read and write and they are still learning some basic skills such as holding a pencil (Reilly and Ward 13). Therefore, it is necessary to know the children and base the syllabus on their needs and interests so as it can work for them (Dunn 18).

There is no uniform syllabus for teaching English to preschool children in Viet Nam, so as in many other countries. It gives teachers freedom to design the syllabuses according to the children's interests. On the other hand, teachers usually have no guidelines and do not know what to include and teach (Reilly and Ward 13). Fortunately, because of a great interest in preschool language learning, some guide books for preschool teachers are slowly appearing in the market, Reilly and Ward and their "Very Young Learners: Resouce Book for Teachers", "Teaching English to Children" by Scott and Ytreberg are worth mentioning. Their teaching suggestions and presented activities can undoubtedly help preschool teachers work out and implement their own syllabus.

According to Reilly and Ward, planning syllabus depends on the teaching situation. They think that it is a good idea to connect what teachers are teaching in English lessons with what children are learning in their preschool classes in their own language (Reilly and Ward 13). Dunn shares the same opinion and adds that things from the mother tongue should be linked to what the children learn in their English classes until they are more mature (Dunn 22). However, it might be a problem for external teachers who spend limited time with the children or teachers in special courses in which children are from different

classrooms and kindergartens. In this case, class teachers have a greater advantage and planning syllabus and lessons will be easier for them. It also depends on whether the children have already learnt English or they are complete beginners. If children have had no contact with English, it is important to start off with simple, basic knowledge and to recycle it in as many ways as possible (Reilly and Ward 13)

Planning lessons is as important as planning syllabus. When a lesson is well and carefully planned, children feel more secure and confident ant it has a positive impact on their attitude towards English. They know what to expect and are calmer (Dunn 26).

Reilly and Ward suggest constant repetition. Even if it seems that children understand and have already learnt something, it cannot be expected that they really have. What is more, young children usually like what is familiar to them, so teacher should not be afraid of using a favourite game again and again (Reilly and Ward 14).

The most important thing to consider when planning lessons for preschool children is their short attention span (see the chapter 1.1). Because of that, it is necessary to change activities every five or ten minutes to keep them interested and stimulated (ibid.). Activities should vary according to the pace and so a lively activity should be followed by calming or art and craft and vice versa. It is also a good idea to prepare something extra (toys, jigsaws, pictures) for children who work faster than others or when teachers manage to do prepared activities more quickly (ibid.).

It is thought that very useful is to establish a routine (Medwell 107, Reilly and Ward 14). Medwell stresses the important issue of routines, because it contributes to creating wellbalanced, familiar and powerful learning (Medwell 107,109). According to Reilly and Ward, a lesson plan should contain activities in the following sequence - a familiar song, new language, craft activity based on the new language, a song/rhyme/chant, a familiar activity/game, a familiar story (Reilly and Ward 14).

General insturctions how to plan and prepare lessons are summarized by Slattery and Willis:

• Have all the materials prepared before the lesson.
• Change activitites, lively are followed by calming.
• Establish routines, it gives children the sence of security.

• Be aware of how children acquire languages.

• Prepare suitable activitites and context that help children learn new language skills.

• Try to devote some time to every individual child.

• Plan how to organize prepared activities and in which part of the classroom you set them.

• Include activitites that help children revise what they have already learnt.

• Cosider each lesson as a small step before reaching target aims (Slattery and Willis 131).

2.3.6. Motivation

Motivation of children at preschool age is not very difficult, but very important, though (Hennová 11). Pinter stresses the importance of motivation when leaning a new language, since it is a natural part of growing up (Pinter 37). Parents are usually those who want their children to learn languages, not children themselves. Because of that, learning should be enjoyable for children, based on playing games and should take place in a pleasant atmosphere (Hennová 11). When children are motivated, they gain positive attitude to the target language and it makes the learning easier and more productive (Pinter 37). Harmer mentions the role of a teacher as one of the major factors in the children's motivation (Harmer 52). The more children like their teacher, the more they are motivated.

"The youngest age groups are motivated by positive attitudes to English and the learning context. This means that they want to learn English because they enjoy the activities and the comfortable atmosphere in class. Very young children also say that they like English because they like the teacher." (Pinter 37)

There are several aids teachers can use to motivate the children, especially puppets and fluffy toys (Hennová 11). Reilly and Ward are promoters of using puppets, which understand only English, and consider it a very good method for reduction of children's fear and restraint (Reilly and Ward 6). What is more, in ESL or EFL classes teachers can wear something special e.g. hat, cap, apron so as the children can realize there is the time for English (Slattery and Willis 14). Children can be motivated by external stimuli like class decoration, colourful pictures, attractive toys and tools. Very important is also permanent positive

evaluation, encouragement to better and better results as well as praises, alternatively small rewards such as pictures, cookies or stamps (Hennová 11). The best and most effective way how to motivate preschool children is presenting new stimulating activities, which results from children's desire for cognition, their natural curiosity and need for activity (ibid.). Motivation for learning English at preschool age can be summarized into four steps:

1. Setting up a pleasant and supportive environment.

2. Showing positive attitudes to learning.

3. Including stimulating activities and maintaining cooperation between children.

4. Turning evaluation and feedback into positive experience (Dornyei in Pinter 37, 38).

2.3.7. Error correction

Making mistakes in learning foreign languages is a natural and normal part of learning process (Edge 36). Children should not be ashamed when they make a mistake, and so it is very important how teachers deal with error correction. It happens that teachers overcorrect children who then feel sad or even embarrassed and rather say nothing or give up easily when they are not sure (Halliwell 13). Children at the preschool age are very sensitive; therefore it can significantly influence their attitude towards learning. On the contrary, children are sometimes not corrected at all and acquire bad pronunciation, vocabulary or grammar. Because of that, teachers should find an effective way how to correct mistakes and do it so as it can protect the positive atmosphere and attitudes towards English.

Sometimes it is better to correct mistakes immediately, for example bad pronunciation when learning new words, repeat it and practice in some activities. On the other hand, sometimes it is more effective not to disrupt the activity or speech and do the correction after it, for example some grammatical errors. When teachers understand what children mean by their speech, it seems unnecessary to interrupt them. According to Slattery and Willis, it is always necessary to consider the following:

• Correcting mistakes can result in children's feeling that they are stupid or have done something bad.

• Children should know that teachers help them.

• It is necessraty to praise every efford; teachers should use expressions like *yes, good, very good, much better, well done, excellent*, etc.

• It is necessary to develop children's self-esteem and give them the feeling of being successful.

• Individual activitites can be finished by any positive evaluation like *that was great, fantastic work* etc. (Slattery and Willis 127).

2.3.8. Assessing very young learners

Although it may seem unnecessary to assess children at preschool age, it is usually useful for teachers to think about the children's progress and language improvement. Teachers can make some notes, inform parents and tell the children regularly about their improvement (e.g. that they know a lot of words and they are doing very well). "From the beginning this can be done in very simple terms, stressing the positive side of things and playing down what the pupil has not been able to master. Nothing succeeds like success." (Scott and Ytreberg 7)

Assessment can be also a good tool for monitoring teachers' performance and planning their future work. Teachers can realize whether their chosen methods, materials or activities were successful, and then modify their teaching and change or improve their techniques to the children's needs (Loannou-Georgiou and Pavlou 6).

There are several possible ways how assessment can be done, from traditional tests to self-assessment. However, when assessing children at the preschool age, the choice of suitable assessment methods is quite limited. The best method seems to be a *portfolio* assessment. "A language portfolio is a collection of samples of work produced by the child over a period of time." (ibid. 9) It can include drawings, copies of books that teachers use for storytelling, recordings, a list of stamps teachers put on as a reward or price etc. Portfolio is important for children as the showcase of their knowledge and ability, and for their parent as well, because they see what the children do in the lessons and so they can revise with them (ibid.).

Another method that seems suitable in preschool classes is *observation*. During observations teachers usually focus on children's behaviour, attitudes and performances. If they record observations systematically i.e. make some notes every lesson and keep them on file, then they can study the development

through the time. However, such observations are usually very subjective and so teachers should combine more methods (ibid.).

2.4. Methods Suitable For Preschool Children

There are many different foreign language teaching methods, e.g. the grammar-translation approach, the direct method, the audio-lingual approach, the silent way, the whole language approach, the total physical response ,communicative language learning, the natural approach, community language learning, suggestopedia(Brown 1987,Tseng 2000). Every teaching method has its specific goal, either for listening, speaking, reading or writing. It is difficult to determine which one is the best. It depends on many factors, like the age and level of the students, class size, teaching time, teaching goals, and qualifications of the teachers. All teaching methods work but every method has its limitations. Therefore, in practice, many teachers use more than one teaching method. They choose the most suitable aspects from different teaching methods for their students and apply them flexibly. This is called the electic method(Chen, Chun-li 1998: 6).

Here I will concentrate on main teaching methods which are appropriate for kindergarten children. I will describe their characteristics and the use of these methods in kindergarten English classes.

2.4.1. The Direct Method

The direct method is from the school of thought that second language learning should be more like first language learning. Therefore, the classroom instruction involved in this method is conducted exclusively in the target language. The focus of this method is developing oral skills. Consequently, the teacher must be a native speaker of the target language or someone who speaks the target language fluently (Brown 1987: 57 / Lin, Shou-hua 1997: 32). In order to increase comprehensible input, teaching is conducted with "lots of active oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules" (Brown 1987: 57).

The direct method was accepted and popularized by many private language schools at the end of the 19th century. The most famous one was the Berlitz language school. This method was used in small classes and with intensive study. In places with budget constraints, this method could not be utilized effectively. The use of this theory declined by the end of the first quarter

of the 20th century. The trend of foreign language curricula returned to the Grammar Translation Method, or to a "reading approach", which emphasized reading skills. Interestingly, the direct method was revived in the middle of the 20th century – and has become known as the audiolingual method (Brown 1987: 57).

As this method does not use the students'first language, the teacher must use concrete objects, pictures or demonstration as aids for teaching. Because the teacher uses the target language all the time, a great deal of comprehensible input is provided. This method is appropriate for kindergarten children, but it might be too onerous for adult or adolescent foreign language beginners because first language explanations are not offered.

2.4.2. The Audiolingual Method

The audiolingual method has borrowed numerous foundation stones from the direct method. Like the direct method, the audiolingual method also insists on using the target language to teach.

The audiolingual method is also called the "Army Method". During World War II, the United States needed people to possess oral proficiency in the languages of their allies and their enemies, so the U.S. military provided funding for language courses that focused on oral skills. In the 1950s this method was used in many educational institutions (Brown 1987: 96).

The audiolingual method has the following characteristics: It is used with "a great deal of oral activity - pronunciation and pattern drills and conversation" (Brown 1987: 96). Typically, the lesson begins with a dialogue. The student is expected to mimic the dialogue and eventually memorize it. Structural patterns are taught using repetitive drills. Through repetitive drills the students will use the pattern sentences automatically which will be helpful for conversation. There is little or no grammatical explanation. Vocabulary is learned in context.Because this method insists on oral skills, tapes, language labs, and visual aids are heavily depended upon. Students'errors are corrected immediately and successful responses are immediately reinforced. This method was influenced by behavioristic psychology and insisted on the importance of mimicry and memorization of set phrases (Brown 1987: 96 / Krashen 1995: 129/ Chen, Chun-li 1998: 7).

The shortcomings of this method are that it fails to teach long-term communicative proficiency, and it tends to be teacher centered. Today, student-centered teaching is thought to be preferable.

Although this method has its shortcomings, some of its teaching tools, e.g. the use of repetitive drills, tapes and visual aids to help students use pattern sentences automatically, are also appropriate for kindergarten children. Kindergarten English teachers should concentrate on correct pronunciation and error-free utterances, as stressed in the audiolingual method.

2.4.3. The Natural Approach

The natural approach was developed by one of Krashen' s colleagues - Tracy Terrell. Its later development has been influenced by Krashen' s second language acquisition theory. (Krashen' s theory was presented in chapter three in this thesis.)

The natural approach is aimed at basic personal communication skills, e.g. conversations, shopping and listening to the radio. For the natural approach, the class is used to provide comprehensible input, therefore the teacher speaks only the target language in the classroom. The natural approach uses TPR activities at the beginning level of language learning to provide students with comprehensible input (Krashen 1995: 137 / Brown 1987: 164).

According to Krashen and Terrell, learners will presumably move through three stages (Tseng, yueh-hung 2000: 90 / Brown 1987: 164):

(1) The preproduction stage: In this stage students develop listening comprehension skills. The teaching method of TPR can be used in this stage.

(2) The early speech production stage: Students'errors will not be corrected, unless they will hinder the meaning entirely, because the teacher focuses on meaning at this stage, not on form.

(3) Speech emerges: This stage includes free communication activity, more complex games, open-ended dialogues and discussions.

Some points of the natural approach are appropriate for kindergarten children. The advantages and criticisms of this teaching method were described in chapter three.

To summarize, there is no one teaching method for all children and for all situations. Teaching situations differ from classroom to classroom, and every child is different (Dunn 1990: vi). How to choose one or more appropriate teaching methods is a crucial factor in the success of language learning in

children. The responsibility of a teacher is to choose the best of other people' s insights and adapt them to his own situation.

2.4.4. Using games

Nowadays, game is considered the main children's activity. Furthermore, it is the main source of getting to know something and a way of satisfying yourself (Lojová 2005: 143).

Game's variety, which is characteristics for children's age, is probably related with the fact that it discharges the function of learning. When playing games, the point is not only to achieve some external results, but it is primarily about doing an activity as such (Horká and Syslová 54). Lojová (2005) adds that it is not the result that satisfies children, but the process of playing (Lojová 2005: 143). Through game, children get information and learn to do various skills completely spontaneously and voluntarily, according to their own pace and abilities (Horká and Syslová 58).

As it was noted earlier, children generally love games and playing. Beyond all, learning foreign languages cannot do without games; moreover games play an important role there. Phillips (1993) emphasises the importance of games in the language classroom by saying that "games help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good lose." (Phillips 1993: 85)

Games have a positive impact on children and so playing brings mainly advantages to the language classroom. The lessons are not monotonous, because games add variety to the range of learning situations and the pace of the lesson is changed. Children are also more motivated and usually willing to participate in all activities and not afraid of speaking. Thanks to games, children do not get bored so quickly and their attention span is improved, as well as their memory and listening skills are developing. In addition, the positive atmosphere is established and children usually enjoy lessons and have fun (Brewster, Ellis and Girard 27).

Although it is necessary to include games in the lessons, it is not always easy to find the right games for a particular group of children. There are a lot of games available and teacher's task is to choose the ones that are the most appropriate for his/her learners. Games have to be enjoyable, they should motivate children but at the same time, they have to be easy for the children.

Teachers should also prepare games that can be played by everyone and does not cause any harm. However, it may happen that some children do not want to participate (they may feel tired or they just do not like the game). Teachers should not force them to take part, but rather let them observe until they are ready for joining others (Dunn 70, 71).

When preparing games for children, Khan further suggests considering games that are played in their mother tongue and trying to incorporate them in the target languages. Such games will be easily understood and similar levels (cognitive, physical and emotional) will be developed (Khan 146).

Dunn points out that preschool children like games with an element of luck and do not approve of games that depend on cleverness. Such games have usually the same winners and other players have never chance to stand comparison with them. Thus, teachers have to include both types of games and so satisfy everyone. Furthermore, children can have difficulty with losing and behave aggressively. Because of that, it is necessary to give everyone a chance to be successful (Dunn 64).

2.4.5. Total Physical Response (TPR)

Total Physical Response known worldwide as TPR is a teaching technique established by James Asher, who is a professor of psychology at San José State University. This method is based on language-body conversation in the classroom, during which teachers give commands and learners respond with a motor activity.

The method is considered to be extremely useful, especially with young learners (Phillips 1993: 19). It is due to the fact that "children learn through direct experience via the five senses, and do not yet understand abstract concepts" (Reilly and Ward 5). Children do or mime different instructions given by the teacher. Instructions can vary from simple *Touch your nose* to more difficult such as *If you are happy, touch your cheek*. Although very young children are not able to produce much, they understand a lot and so this technique "builds on that capacity" (Phillips 1993: 19). Reilly and Ward point out that the younger the children are, the more suitable and important TPR is (Reilly and Ward 5). The effect of the method usually disappears with older learners or adults.

There are some basic features of TPR summarized by Slattery and Willis: The teacher:

• tells children what they should do,

• pronounces intelligibly and intone naturally,

• helps children understand by using gestures or doing actions. Children:

• have to understand instructions properly,

• like doing given actions,

• can do the actions as a whole class or individually,

• do not need to talk,

• understand well, because motor activities correspond with given instructions (Slattery and Willis 24).

TPR can be easily adapted to teaching a lot of things, usually it is used to practice vocabulary connected with actions (e.g. sit down, stand up, jump, run), classroom language such as giving orders and instruction (e.g. open the book, take a pencil), but it can be also used to teach grammatical items or do storytelling. However, it is not the only method that can be used and teachers should not overuse it. It may become repetitive and children get bored (Widodo 247).

Listen and do activitie : Activities that are based on TPR methodology are known as "Listen and do activities". Teachers give instructions and children listen to and obey them. The main aim of such activities is "to develop intuitive listening and present and practise structures and vocabulary" (Phillips 1993: 19). Teachers immediately see whether the children understand or not. Even if children do not understand, they can watch others and copy or imitate them. As children learn more and more language, they can take over the role of instructor (Scott and Ytreberg 22).

Other "Listen and do" activities are "Drawing", when teachers describe what to draw, or "Mime stories", in which the teacher tells the story and children do the actions (Phillips 1993: 23). Very popular action game is also "Simon says" that is used as a revision of parts of body.

Table 1: Suggestions for TPR

Classroom commands	*Stand up. Sit down.*
Body	*Touch your nose. Put your hand on your knees.*
Verbs – Miming	*Eat an apple. Drink a glass of water.*
Prepositions	*Put the toy in the box. Put the book on the floor.*

Abilities	*If you can swim, clap your hands.*
Likes and dislikes	*If you like bananas, make a happy face.*
Physical description	*Touch someone who has a red T-shirt.*
Comparatives	*If I am taller that you, touch your leg.*
General knowledge	*If a dog has four legs, clap four times.*

Source: Phillips, Sarah. *Young learners.* Oxford: Oxford University Press, 1993. Print.

2.4.6. Topic-based learning versus task-based learning

Nowadays, a lot of textbooks are topic-based (some authors use the term themebased), it means that "the emphasis of the lesson is on a subject, a topic or a theme, and the contents of the book are arranged around these topics" (Scott and Ytreberg 84). Topic-based learning can replace course books and syllabus or it can be used in small amounts. Very similar are books structured into units, each focused on a particular topic (Cameron 184). Other possibilities are story-based or activity-based textbooks.

Topic-based learning is considered to be very suitable for preschool-learners, for it meets their specific needs. It is a natural and exciting way of learning that includes a variety of activities (ibid.). When choosing the right topic for children, teacher should consider their experiences and interests. The content of the lessons then becomes more important than the language itself (Scott and Ytreberg 84). There are some positive sides of using topic-based approach. First, it may help the learning process, because children can associate words with a particular topic and memory and understand the structures easily. Secondly, it allows teachers to present the topic in depth and teach some vocabulary that are not always included in the textbooks, or make the topic more personal and bring for example some authentic materials. Furthermore, it gives teachers more freedom and the time they spend on a particular topic depends on them. If they see the children like the topic, they can add more and more activities, but on the other hand, they can cut the time shorter if the children are losing their interest. Finally, activities based on topic-based learning can be both guided and free and it includes all the language skills (Scott and Ytreberg 84,85).

An example of such topic can be *food.* The teacher chooses various activities based on this topic, for example flashcards games on food vocabulary,

stories, songs, rhymes, recipes and making food, preparing menus, going shopping for food, drawing etc. (ibid.)

Different approach, which has characteristics that suit young children's needs, is *taskbased learning.* As opposed to topic-based learning, task-based learning "suggests that language learning can be divided into units called tasks rather than topics or grammatical forms" ("Experiential Learning Theory"). The term *task* can have different explanations and its meaning vary in literature (Ellis in Saucedo 62). Sometimes, it refers to a classroom exercise; sometimes it is considered any kind of language activity. Dealing with very small learners, task should be defined as "meaningful and purposeful activity that involves learners understanding, manipulating, producing or interacting in the target language, while their attention is principally focused on meaning rather than form" (Saucedo 62) Furthermore, some tasks may overlap with teaching techniques e.g. a role play ("Experiential Learning Theory").

Brown defines task-based learning as "a set of communicative tasks that are directly linked to the curricular goals they serve, and the purpose of which extend beyond the practice of language for its own sake" (Brown in Experiential Learning Theory). There are several reasons why teachers of preschool children should include task-based learning - it helps to identify their needs; define the content of the course; organize opportunities for language acquisition and measure children's progress ("Experiential Learning Theory"). In addition, including communicative tasks allows children to talk in the target language, even more if they are interested in the task. Finally, very young learners do not need explicit teaching of some features of language, but they need to play with the language and be exposed to it as first. Because of that, language elements such as grammar, phonology and vocabulary are located secondarily (Numan in Sausedo 63, 64).

2.4.7. Teaching vocabulary

Although it is known that children are quick to learn words, preschool children can find it problematic as they still cannot read and write. Therefore, teachers should be aware of suitable methods for teaching vocabulary. Phillips (1993) points out that "vocabulary is best learnt when the meaning of the words is illustrated, for example by pictures, actions or real objects" (Phillips 1993: 74). Then children fix the words in their minds easily, because they can connect them to a particular context and it helps them to establish their relationship with

the words. It means that they do not just learn the word, but put it into practice (ibid.)

An invaluable way of introducing and revising vocabulary is definitely flashcards (picture cards). Using flashcards help children relate words and images. It can be used to drill structures, too (ibid.). Flashcards can illustrate individual words (nouns, verbs, adjectives), but also topics, situations or functions. Flashcards should be colourful and bright so as they can attract children's attention. What is more, children can colour them themselves during the lesson if they want. There are a of flashcards activities that teachers can include. However, teachers should not depend only on flashcards as children get bored of them easily. It is also a good idea to teach vocabulary with the help of real objects like toys, tools (kitchen), small models, pieces of fruit and vegetables, pieces of clothes ,...depending on the topic. Finally, it is suggested teaching vocabulary in groups of related words (word families) and creating so-called mind maps (ibid.).

Learning structures is slower. Children tend to learn structures holistically i.e. they learn them as single items rather that separate parts. For example the phrase *I've got* is learnt as a single item *Ivegot.* Therefore, it is recommended to repeat the same structure many times in different contexts, using variety of vocabulary (ibid.)

2.4.8. Using rhymes, songs and chants

Rhymes, songs and chants can be categorised into listen and repeat activities. These activities are aimed to get the feel for the language -the sound, the stress, rhythm and the intonation. When they are combined with movements, pictures or object, they also help children establish the link between words and meaning (Scott and Ytreberg27).

Music and rhythm are essential parts of language learning, especially for young learners who usually enjoy singing songs and reciting chants (Phillips 100). Reilly and Ward stress the importance of songs, chants and rhymes for the following reasons:

• "it helps children's language development, and also their physical development when used with dancing and miming.

• it extends children's vocabulary beyond the limited range of their own day-today experiences.

• it encourages children to explore the sounds of words, the use of imagery enriches their perception of the world and their ability to express what they feel.

• it improves children's pronunciation, especially because of the fact that young children are excellent mimics." (Reilly and Ward 24)

Children are able to repeat and learn new songs, chants, rhymes quite easily and the biggest advantage is that they "will happily repeat the same structure, even the same words, over and over again without getting bored"(ibid). Nevertheless, when introducing new rhymes, songs or chants, teachers should follow several rules – choose them for a suitable language content of children, speak slowly and clearly, introduce and teach new words (usually before), alternatively provide translation in the mother tongue, and repeat in chorus until the children are able to complete the rhyme by themselves. What is more, rhymes may be supported by pictures, illustrations or flash cards (Dunn 82,83).

Rhymes "Rhymes are repetitive, they have natural rhythm and they have element of fun, of playing with the language." (Scott and Ytreberg 27) Rhymes are familiar to children as they usually like them in their mother tongue. By rhymes a new language can be learnt very easily (Reilly and Ward 24). There is an example of famous English rhyme:

> "Rain, rain go away,
> Come again another day.
> Little Johny wants to play."

> (Scott and Ytreberg 27)

Songs are usually very rich in language and they are good for extending children's vocabulary (Reilly and Ward 23). On the other hand, they are considered more difficult in transferring language from them (Dunn 85). Some songs are good for doing actions, some are better only for singing and the best is when the song is good for both. Teaches should select songs carefully – they should not be too difficult. Older children then appreciate popular songs more. Songs can be also used as background music, for example during art and craft activities (Phillips 1993:100).

Chants "A chant is like a song without music, or a poem with a very marked rhythm." (ibid.). It is a good idea to invent own chants (and songs as well), rewrite popular chants in own words or add some things that are true for a

particular group of children. In this case, very useful will be the book "Creating Chants and Songs" by Caroline Graham.

2.4.9. Using stories

"Time and time again educationalists and psychologists have shown that stories have a vital role to play in the child's development, and, not least, in the development of language." (Scottand Ytreberg 28)

As follows from above, stories play an important part in children's growing up. A famous teacher, author and storyteller Andrew Wright points out that stories offer a major and constant source of language experience for children; they are motivating and rich in language experience (Wright 6). Storytelling is not only a kind of entertainment and fun but it also helps children think about the world from different perspectives; they learn to listen to other people, they can share their experience with peers, or they can get to know different cultures or opinions (Slattery and Willis 96). In addition, Brewster, Ellis and Girand mention that storytelling helps to develop different learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesising; and it provokes a shared response of laughter, sadness, excitement and anticipation which can encourage social and emotional development (Brewster and Ellis 38). Finally, listening to stories helps children become aware of rhythm, intonation and pronunciation. Wright summarizes the main reasons for using storytelling:

• **Motivation** (children generally like stories and they will be willing to listen to them).

• **Meaning** (children want to find the meaning/point in the story; once they have it, they rewarded through their ability to understand and are motivated for another one).

• **Language awareness** (stories help children become aware of the general 'feel' and sound of the foreign language).

• **Stimulus for speaking** (it encourages children to speak, express likes and dislikes and exchange ideas).

• **Communication** (it helps children be able to communicate and builds up the sense of awareness of others).

• **General curriculum** (stories can be used to develop the children's awareness of knowledge from other subjects/branches e.g. culture, science (Wright 6-8)

Storytelling can be used as a starting point for other activities i.e. listening, speaking, reading and writing, and so there are two ways how storytelling can be used – as *passive* or *productive*. With preschool children, storytelling is mainly a passive activity. It means that children are listening to a story, and at the same time practising the ability to hold the meaning in mind and trying to understand and get the point (Scott and Ytreberg 28). Teachers usually check whether children have understood by various activities e.g. sequencing, recognizing, but children do not need to produce anything. On the other hand, productive storytelling is when children themselves tell stories and so practice oral skills. With older learners (who can already read and write), storytelling can be followed by various reading and writing activities.

During storytelling, teachers should create friendly, intimate and secure atmosphere (Scott and Ytreberg 28-29;Reilly and Ward 18). Reilly and Ward suggest sitting in semicircles on a carpet or cushions round teacher's chair, because it ensures that children can see teacher's face, hands, and visual aids very well (Reilly and Ward 18). It is important for children to feel comfortable, so they do not need to sit straight up (Scott and Ytreberg 28). Teachers should create constant interaction with the children and keep the eye contact so it is better to tell a story rather than to read it from a book. Storytelling should be accompanied with gestures which help children understand (Slattery and Willis 96). It is also a good idea to use some pictures and drawings so as children can remember the story better. From the beginning, teachers should encourage the children to join in with the story where there is repetition, but of course do not force them to speak if they do not want (Reilly and Ward). Furthermore, children can become personally involved in the story and be identified with the characters (Brewster and Ellis 38).

There are several rules, teachers should follow during storytelling:

• Look at children, keep eye contact and find out whether children understand,

• Use gestures, miming, body language,

• Repeat important parts,

• Rephrase difficult phrases,

• Use pictures, drawings and visual aids (puppets, toys),

• Point to pictures, talk about them with children,

• Let children guess that is coming next (Slattery and Willis 97).

Telling and *reading* stories are two different terms and teachers should not confuse them. Some teachers are born storytellers, but some rely on a book in hands. However, for preschool children telling a story is considered much better than reading it. Children feel that teachers are giving them something very personal; these days, they are rarely used to the experience of hearing someone; and it is often easier to understand a story being told than one which is read aloud, it is more natural, and teachers can use body language (Wright 14).

There are a lot of children's stories and fairy tales available, both traditional and modern, so teachers do not have an easy task to choose the right one for the children. They should be careful about the type of the story used. Children demand funny stories in which they could predict the next step and join in. Stories with frequent changes of scenes and wide range of vocabulary are not suitable for children, because these stories seem too flat (Brumfit, Moon and Tongue 172-173). Reilly and Ward think that it is better to "start off with traditional stories from the children's own cultural background as they may already be familiar to the children and this will aid comprehension" (Reilly and Ward 18). Sometimes, it is necessary to make the story more accessible to children, and so teachers need to adapt the language to the children's level, retell it with easier vocabulary or grammatical patterns (Cameron 165).

2.4.10. Using drama

Drama plays an important role at preschool age, since children love playing and pretending they are someone else; girls usually act out roles of princesses, teachers, mothers, singers and boys astronauts, policemen, firemen, etc. Children also spend a lot of time playing with an imaginary friend, or sometimes being dinosaurs or other kinds of animals and creatures (Reilly and Ward 19). Because of that, drama will undoubtedly have an advantage for language learning. Phillips (1999) points out that "drama encourages children to speak and gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expressions." (Phillips 1999: 6). What is more, drama can be used as a useful aid during or after singing a song or telling a story. Through drama activities children understand better as they can experience real situations and memorise some important structures as well. Memorising then usually leads to success (Brumfit, Moon and Tongue 8).

Acting out a story differs from reading it in many ways, especially because of the fact that "drama involves children at many levels, through bodies, minds, emotions, language, and social interaction (Phillips 1999: 6). Phillips (1999) makes a list of factors that well explain importance of drama in the language classroom:

• **Motivation** (dramatizing a story or a text is usually a great fun),

• **Familiar activities** (playing at being someone/something else is a natural part of children's growing up),

• **Confidence** (shy children can become more confident when they are given a role, especially when the role is somehow special),

• **Group dynamics** (children have to listen to each other and can learn to cooperate),

• **Language personalization** (children need to express various emotions or personality),

• **Language in context** (drama is an ideal way to encourage children to guess the meaning of unknown language in context which often makes meaning clear),

• **Cross-curricular content** (teaches can use topics from other subjects, it is also a good way how to present different cultures and customs e.g. performing some Christmas scenes from English speaking countries),

• **The pace of the lesson** (drama usually changes pace or mood in the classroom) (ibid. 6 - 8).

Reilly and Ward stress the importance of a dramatic way to present a story and they call it *pretend play* (Reilly and Ward 18, 24). According to them, pretend play is important in a child's development and it encourages the use of a second language. Teachers can tell a fairytale story and then encourage children to act out and extend the story and thus develop their fantasy play and vocabulary (ibid).

Scott and Ytreberg use the term *role play* for pretending to be someone else. Role play can be structured, which is more suitable for young children, or more open (Scott and Ytreberg 40).

2.4.11. Art and craft activities

"Art and craft activities are an important part of the pre-school curriculum and need to be a common feature in classes." (Reilly and Ward 25) They are usually very enjoyable and motivating, but also stimulate children's imagination

and develop various skills, especially hand-eye co-ordination (Phillips 1993: 114).

According to Reilly and Ward, it is a valuable way of giving the children comprehensible language input as they have to listen to instructions in order to complete an activity (Reilly and Ward 25). Teachers should give instruction in the target language and support them by demonstrations. Furthermore, teachers can ask children simple questions about their work or what colour they are currently using: What colour are you using now? (ibid.).

It is suggested that teachers should try a creative activity before doing it in the classroom in order to provide an example for children (Phillips 1993: 114, Reilly and Ward 25). It is also advisable to prepare more material in case a child makes a mistake and has to start again (ibid). When planning an activity, teachers have to consider the children's abilities and think about suitable tools children can use. Children at this age cannot use scissors, or they are usually messy with glue. Wax crayons are better for younger children, older ones can use coloured pencil. Very good idea is to use play dough. Finally, teachers can invite parents to come and view their child's work and let children take their work home (Reilly and Ward 26). Popular art and craft activities include colouring, making monsters/ animals/ things from play dough, making puppets...

2.5. Teaching English Through Experiential Activities

Research into experiential learning has found that experiential learning positively has impact on students' personal growth and development. When the teachers provides the learners a safe learning environment, they can explore and create everything they want and try new things and learn. In fact, students will have a better chance to learn that lesson when they get to interact with real life experience. For example, when teaching about a pond, the teachers should take the students to a pond to have them look around, make observation and collect sample for further study.

Besides, outdoor activities are one of the fun activities that children enjoy and are most interested in especially with their kindergarten age. This is a fun activity that gives kids lots of fun and knowledge about the world around them. Children participating in outdoor activities are aware of the world around them by touching, exploring, and exploring what is happening in their surroundings. Through outdoor activities, children meet the needs of children, explore the

needs of children, observe the world around, discover new things from nature to help children increase living capital and especially children be free to operate.

Some Examples Of Experiential Activities

2.5.1. Drama show

What is the " Drama show"? Drama games are games in which the child performs only the themes available on the basis of literature (fairy tales, myths, parables. short stories …). The content, form, behavior, speech of the character is determined in advance based on the story available. This is a point to help children play the game to clarify their goals to achieve. Dramatic play is creative and it is close to the specific art activity that is drama. Action plays a role, with themes, content and symbolic situations. Therefore, it is also called a role playing game.

The meaning of drama show with the development of the child's personality.

The game plays an important role in developing children' personality:

  – *Help to promote children's thinking.*
  – *Help positive influence on children's language development.*
  – *Help develop the imagination of children.*
  – *Help children to improve normally.*

2.5.2. Ring the Golden Bell

What is the game Ring the Golden Bell?

Ring The Golden bell is a knowledge contest for students, in order to discover the talents of the country and create intellectual playing field for all students, students across the country. This can also be organized within class to create a new atmosphere to encourage students learning and practicing.

Benefits of the Golden Bell

Participating in this playground, it is important that the students not only compete with you but also compete with themselves. The correct answer written in the table is knowledge and knowledge accumulation. This game not only helps students raise selfconfidence, learn how to behave quick, but also have the opportunity to interact, learn and test their knowledge, to try in other areas of the school.

2.5.3. English presentation contest

What is the English presentation contest? This is a very useful competition for the purpose of raising awareness as well as encouraging the learning spirit of students.

Actually, learning foreign languages in general and English in particular, students do not focus on the ability to communicate but only in the grammar. This gives them a sense of lack of confidence, fear and fear of speaking. This program will help them to improve their listening and speaking skills in a natural way while recognizing the importance of English in supporting their study abroad needs.

Benefits of the English presentation contest

The game helps students develop the ability to eloquence, improve communication skills, presentation; enhancing the ability of international integration, and enhancing confidence, boldly when communicating in English. It also create an environment for students to exchange, learn, cultivate English in each learning points for use in daily life. Moreover, it motivates students to be interested and interested in the subject. Students have more opportunities for exchanging and exchanging teaching and learning experiences, organizing extracurricular activities, and improving the quality of learning English, especially listening and speaking skills.

CHAPTER III: RESEARCH METHODOLOGY

This chapter describes the methodology applied in the study, consisting of research questions, study setting, data collection method, description of subjects, procedures, demonstrates questionnaires and observations checklists with analyzing data

3.1. Research questions

The study aims to propose guidelines for teachers of English in Huu Nghi kindergartens in the implementation of experiential activities in English teaching for 4- 5 year – old kids. The purposes of the research are:

(i) Find out the reality of teaching and learning English for 4-5 year-old pre-schoolers in Huu Nghi kindergarten.

(ii) Evaluate the improvement in English speaking performance of the 4-5 year- old children in Huu Nghi kindergarten.

Particularly, it seeks to answer the following research questions:

1. What is the current situation of implementing experiential activities in English teaching for 4-5 year – old children in Huu Nghi kindergarten?

2. How do the teachers of English in Huu Nghi kindergarten evaluate the implementation of experiential activities?

3. To what extent do experiential activities improve student's speaking performance?

3.2. Setting

Huu Nghi kindergarten was established on September 04, 2009 under the decision by Hai Phong Department of Education and Training No.1703/QD-UBND. With 11 years of operation and development so far, Huu Nghi kindergarten has become the top of 17 non-public preschools in Le Chan District in particular and the block of non-public preschools Hai Phong city in general. The school located right on Quan Nam street, Kenh Duong Ward, Le Chan District, Hai Phong City, so it is convenient for students to go to school.

In the school year of 2020 – 2021, Huu Nghi has over 50 officials, teachers and staff. The whole school has 305 children divided by age. The team of foreign and Vietnamese teachers at International Friendship Kindergarten are

professional teachers who love children wholeheartedly, have pedagogical skills, and are dynamic and creative in organizing lessons and activities. The teachers at the school are all highly qualified in the field of pedagogy, so parents can rest assured.The educational program system at International Friendship Kindergarten is designed based on advanced methods; Stem, Reggio, Steiner, Montessori.... are demonstrated through subject-based projects. With the educational concept of "Children-centered" and the principle: Love - Respect - Personality - Health, the school always wants to give children the necessary knowledge for their comprehensive development. .

From 2 to 5 years old is the best period to learn a foreign language, the period when you can understand and pronounce the language most accurately, and Kindergarten is considered the most favorable period to acquire foreign languages. Therefore, we strive to create the best environment for children from 3 years old to participate in daily English familiarization activities with foreign teachers to help them learn to listen, speak, and react to English. the best.

The school is proud of the presentation ability, Vietnamese and English language ability, independence and confidence of children studying at Huu Nghi School, which is different from friends of the same age. In particular, the classroom for bilingual children with an area of 100m2 includes equipment, shelving system, toy equipment, learning tools by advanced methods and an English environment that is always concerned, clearly visible. The children study 2 English lessons per week and participate in English activities every mornings with foreign teachers are directly in charge and organize activities to create an English environment throughout the school week.

3.3. The subject of the study

Participants of the research include 20 teachers, 4 teachers who are currently teaching English at Huu Nghi kindergarten, including two Vietnamese teachers and two foreign teachers. The Vietnamese teachers of English, both females at the ages of 26 and 27 are university graduates. Despite their bachelor degree in the University Certificate, they have just entered their teaching profession and somehow are regarded as inexperienced. However, thanks to their 2-year teaching experience in the school, they have a remarkable understanding of preschoolers' characteristics as well as how to teach English to those students. The two foreign teachers, both males at the ages of 28 and 30 are university graduates. One teacher British and one teacher is American. They

have a bachelor's degree in the University Certificate. Both teachers have experience in teaching English to children in English language centers in Hai Phong City and participate in teaching at preschools Huu Nghi for 2 years. Therefore, teachers are aware of the psychology of students to have the best teaching methods for children. 16 teachers are female, the age of 26 – 33, most of the teachers have the students participating in experiential activities and the teachers have experience in teaching at least one year at Huu Nghi kindergarten. Besides, there are 5 teachers who graduated from the colleges, one teacher graduated from the university and the nest of them are intermediate.

Furthermore, 68 students at the age of 5 who were selected to participate in activities to experience, including 35 females and 33 males. These students have been well prepared for formal schooling starting in the upcoming years; hence, generally, they have a basic understanding of literacy and numeration in the native language. Furthermore, most of them have basic knowledge of English and have demonstrated their enthusiasm, eagerness and strong motivation in learning and joining in outdoor activities. Nevertheless, there is a small number of children struggling in learning their mother language and English as well.

3.4. Research methods

The research has been implemented as a case study that examines the use of experiential activities in English teaching for 5-year-olds in Huu Nghi kindergarten as a specific research case. Qualitative, quantitative and experimental methods are applied as research methods seeking to provide answers to the research questions.

3.4.1. Qualitative method

According to Dawson (2002), qualitative method is suitable for researches that aim at exploring attitudes, behavior, and experiences. Jenifer Mason (2002) indicated that qualitative method is highly rewarding activity because through qualitative research, researchers can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate.

In this study, qualitative method is applied to seek teachers' attitudes and experiences in implementing experiential activities as well as students' behaviors during their participation in such activities in their English course.

3.4.2. Quantitative method

Quantitative method generates statistic (Dawson, 2002) and questionnaires is regarded as a statistical technique is one of the most familiar type applied in this study method. As the number of the participant is 50 students and the implementation time of the study lasts for a school term, this method enables the evaluation of the subjects faster and more accurate. The quantitative method aims at providing data in the reality of using experiential activities in English teaching in Huu Nghi kindergarten.

3.4.3. Experimental method

The experimental method, as Gay (1992: 298) defined, is the only research method which can truly test hypotheses concerning cause-and-effect relationships. It is acknowledged as the most "valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science". With the empirical observations and tests based on experiments, the experimental method provides the strongest argument for the effectiveness of applying experiential activities for the English teaching to 4- 5-year-olds in Huu Nghi preschool. In this study, the experiment of implementing experiential activities was conducted in 3 months, from October 2021 to December 2021 in Huu Nghi campus.

3.5. Research procedures

Stage 1: Plan the research

(i) Write the general implementation plan and three specific plans in research units.

(ii) Select research units and research participants.

Stage 2: Design research instruments: questionnaire, interview contents, observation sheet and assessment rubric for students' performances.

Stage 3: Understand the situation

(i) Deliver the questionnaire to the teachers: Explaining the content, instructing how to complete the questionnaire

(ii) Construct face-to-face interview to teachers

(iii) Evaluate students' performances in a regular English class activity (pretest)

(iv) Collect related data

Stage 4: Prepare the teachers for the experiment

(i) Work with the teacher on the plans: explaining details, checking understanding, discussing about possible strategies to implement the plan.

(ii) Train the teachers with the rubric.

Stage 5: Implement the three experiential activities.

(i) Prepare required facilities for the implementation of Drama Show, Ring the Golden Bell and Presentation Contest.

(ii) Supervise teachers and students in the organization and participation in the activities.

(iii) Observe the implementation, students' behaviors and teachers' assessment in the post-test.

Stage 6: Collect and analyze data: Gather all required data and nalyzing data collected from questionnaires, interviews, pre-tests, post-tests and observations.

3.6. Data collection instruments

A combination of questionnaire, interview and observation as research instruments are employed to seek answers to the research questions. These instruments are beneficial to obtain in – depth, rich data and information about the reality of implementing experiential activities in Huu Nghi preschool. The usage of these instruments will be discussed below.

3.6.1. Questionnaires

A questionnaire, in Nunan's (1992) viewpoint, is "an instrument for the collecting data, usually in written form, consisting of open and /or closed questions and other probes requiring a response from subjects." This research tool can serve as an inductive method with the aim to formulate new theory, where open-ended questions are used to 'explore a substantive area' (Gill & Johnson 2001). Nevertheless, other researchers may have alternatives to use a questionnaire as a means of collecting reliable data in a rather deductive approach in order to test existing theory.

The present researcher's choice of using questionnaires comes from the following reasons. Firstly, questionnaires will save the researcher's time as Brown (1988) believe: "*you can collect a large amount of data in a fairly short time*". It is easy to get information from many people quickly and without the need of the researcher's presence. Secondly, they are easier and less expensive

than other forms of data collection (Seliger & Shohamy, 1989). Furthermore, questionnaires can be used to research almost any aspect of teaching or learning (Nunan, 1989), and they can be easily used in field settings such as classrooms (Nunan, 1992).

One of the main drawbacks of questionnaire is the often low response rate (Bell, 1999). Hence, the researcher will give students and teachers questionnaires directly and offer them to do at the same time. Besides, the researcher needs to combine with other tools in this research to reduce the limitation of each method.

The questionnaire in this survey designated for teachers is divided into three parts: personal information, benefits of experiential activities and personal experience. In the first part, personal information of the teachers are sought in terms of name, age, gender, nationality, length of English teaching and their English proficiency level. The second part of the questionnaire deals with the teachers' perception of the benefits of experiential activities. There are 4 statements requesting teachers' identification of agreement on the contribution of those activities for English teaching and learning to preschoolers. The final open-ended question leaves the respondents opportunities to list the benefits of experiential activities in terms of physical, cognitive, emotional, and social development. Huu Nghi teachers' personal experience and their evaluation of the implementation of experiential activities in English courses in the school is aimed in the last part. There are eight questions seeking for teachers' viewpoints on the factors influencing the organization of experiential activities in Huu Nghi's English teaching, their evaluation of the conditions to implement the activities, the frequency in organizing, the activities that the teachers have used in their English courses, their acknowledgement of children's most favorite activities, students' level of interests, the difficulties they have encountered and the benefits of three specific activities.

3.6.2. Observation

Observation is also one of the useful methods of data collection. Classroom observation is defined as a process by which the observer sits in on one or more classroom sessions, records the instructor's teaching practices and student activities, and then meets with the instructor to discuss the observations.

According to D.L. Morgan, K. Hoffman (2010) within qualitative research as a whole, participant observation and individual interviewing are the

two most likely alternatives to focus groups as a method for collecting data. For participant observation, the fundamental strength of this method is the ability to provide data about behavior that occurs in a more natural context.

Observation is employed as a research instrument in the study because of its advantages. One of the main benefits of classroom observation is that in-depth information of students' participation as well as their level of interest is revealed through the research observation. The observation sheet is designed to collect information on teacher's activities, students' activities, students' levels of interest and evidences for the researcher's judgment. Students' level of interest is identified by an assessment sheet with 5 levels of interest ranging from very excited to very unexcited supplied with respective evaluation criteria.

3.6.3. Interviews

According to Dr. Karim Abawi (2014), interview consists of collecting data by asking questions. Data can be collected by listening to individuals, recording, filming their responses. Semi-structured interview is applied in this study. Karim Abawi also gives the advantages of this instrument in collecting data with greater understanding and getting higher response rates. The language used is Vietnamese to ensure that they can express all the ideas. In order to ensure an accurate account of the information, the interviews recorded with the permission of the subjects for further analysis.

The researcher used semi-structured face-to-face interviews with the teachers of English and teacher Vietnam at Huu Nghi Preschool. The aims of interviews were to find in-depth information of the teachers' opinions about the implementation of experiential activities. The interview sheet consists of 5 open-ended questions on the benefits of the experiential activities, factors contributing to the organization, the reasons for choosing some certain experiential activities, their evaluation on Huu Nghi's condition for implementing the activities and their judgement on the reasons why students prefer such specific activities.

3.6.4. Tests

The effectiveness of implementing experiential activities in English teaching for 5-year-olds in Huu Nghi kindergarten is identified by a pre-test and post-test of students' performances in a certain activity. In the pre-test, students' performances in a regular English class activity is marked based on the assessment rubric. During the participation in the experiential activities of Drama Show, Ring the Golden Bell and Presentation Contest, the same

assessment rubric in the post-test is employed to evaluate students' performances.

There are 4 assessment criteria in the rubric including Production (consisting of Language and Pronunciation); Reception, Non-linguistic competences and Attitude. These criteria is evaluated in 4 levels: Extraordinary equivalent to 4 points, Very good (3 points), Acceptable (2 points); Need improvement (1 point) and Not acceptable (0 point). The total score for the students' performance in one activity is 20 points.

3.7. Data analysis methods

Data analysis is the process used to demonstrate the data and information collected from survey questionnaires and observation checklists. Microsoft Excel is employed as a useful tool to calculate the data collected from questionnaires as well as illustrate the findings in forms of charts, graphs and tables. The use of the software Statistical Package for the Social Sciences (SPSS version 20) is beneficial to analyze the data from the pre-test and post-test for the impact of the implementation of experiential activities in Huu Nghi kindergarten on 4 to 5-year-olds' English performances

CHAPTER IV: RESULTS AND DISCUSSION

This chapter reports the results from the questionnaire, interviews, observation and assessment to provide answers to the two first research questions. Based on the data given, the current situation and the effectiveness of implementing experiential activities in English teaching for 4-5 year olds in Huu Nghi kindergarten are further discussed to provide more insights on the issue.

4.1 RESULTS

4.1.1. The current situation of implementing experiential activities in English teaching for 4-5-year-old children in Huu Nghi kindergarten

4.1.1.1. Teachers' understanding on experiential activities in English teaching

a. Teachers' awareness of the benefits of experiential activities in English teaching

Table 2. Teachers' awareness of implementing experiential activities

Statements	*Strongly agree*	*Agree*	*Neither agree nor disagree*	*Disagree*	*Strongly disagree*
Organizing experiential activities in learning English is very necessary for preschool students.	50%	25%	15%	10%	0%
The goals of the English courses are better achieved through experiential activities.	40%	25%	25%	10%	0%
Students participate eagerly in experiential activities.	30%	50%	20%	0%	0%
There is more teacher-students and students-students interaction.	30%	35%	20%	15%	0%

Table 2 illustrates Huu Nghi teachers' perception of the benefits of implementing experiential activities in English teaching for 4-5-year-old children. Generally, the teachers highly appreciate the importance of experiential activities in English teaching for pre-schoolers. Specifically, half of them strongly agreed that organizing experiential activities in learning English was very necessary for preschool children while only 10% disagreed. Moreover, 65% of the respondents confirmed that the goals of the English courses were better achieved through experiential activities. Regarding the students' participation, 80% Huu Nghi teachers recognized their eagerness through experiential activities whereas no teachers disagreed that the students were willing to join in outdoor activities. Another benefit mentioned by the teachers was the increase in teacher-students and students-students interaction in the implementation of experiential activities in English learning. 30% of teachers strongly agreed with 35% of the participants that there was more interaction between the teachers and learners and among the learners when the teachers organized experiential activities in English classes.

Furthermore, Huu Nghi teachers who have asserted the benefits of organizing experiential activities in teaching English to preschoolers. They all strongly agree or agree that outdoor activities with integrated environmental education for children will help children develop physically and emotionally, social skills as well as aesthetics. This confirms that organizing outdoor activities for children is very important and useful, especially when integrating environmental education content will help children not only develop comprehensively but also face It also helps children have more useful knowledge about environment, thereby recognizing the importance of the environment and consciously preserving and protecting the environment from a young age. More specific advantages were mentioned in teachers' interviews as seen in examples below.

[1] Female, 28 years old, teacher A of *Tiger* "*In my opinion, organizing outdoor activities for children is essential, it is a good opportunity for children to be outside, breathe fresh air, admire the trees, flowers, take care bonsai. Children are exposed to nature to help improve their health.Thereby educating children in many aspects and creating conditions for children to develop skills.*"

[2] Female, 26 years old, teacher B of Monkey *"In my opinion, organizing outdoor activities for children will help children become more interested in English lessons. In particular, it helps improve their speaking ability*."

[3] Female, 27 years old, teacher C of Lion *"In my opinion, organizing outdoor activities will be difficult in managing children. Because they are very active and playful. Especially ensuring safety for children."* In a nutshell, it is revealed from the survey and interview that the majority of the teachers acknowledge the advantanges of experiential activities when implemented in English classes for preschoolers.

b. Teachers' identification of the factors affecting the organization of experiential activities in English teaching
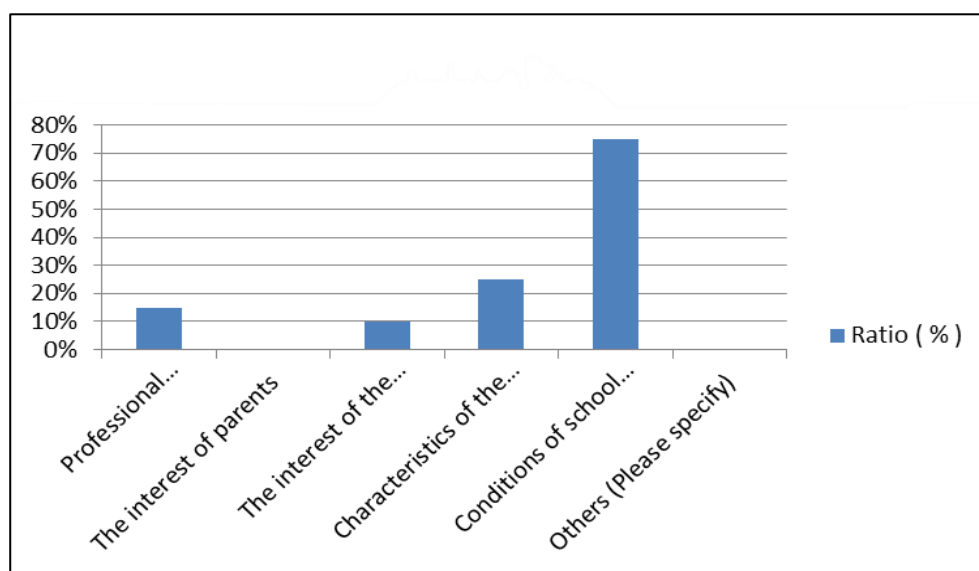
Chart 1. *Factors affecting the organization of outdoor activities for preschool children.*

Chart 1 describes the factors contributing to the organization of experiential activities for nursery school children. As can be seen from the chart, the biggest percentage of the participants (75%) regarded conditions of the school including facilities as a factor to the implementation of experiential activities. The characteristics of the children and the teachers' professional qualification were also accounted as a contribution to this such organization with the percentage of 25% and 15% respectively. Interestingly, there was no teacher admitted that the parents' interest had an influence on the organization of children's outdoor activities at school.

[4] Female, 28 years old, teacher D of Elephant

"*According to my opinion, we want to organize activities for the children to experience high results, the facilities to ensure the best service. Especially the necessary equipment and space for children to operate.*"

[5] Female, 25 years old, teacher E of Rabbit "*I think that the characteristics of the child is the decisive factor to the success of the organization of outdoor activities''.*"

[6] Female, 30 years old, teacher F of Duck

"*According to my view, teachers' qualifications are very important, teachers are good, so they can train good children*".

4.1.1.2. Teachers' experience in implementing experiential activities in English teaching for 4 to 5-year-olds

a. Frequency of the organization of experiential activities in English teaching
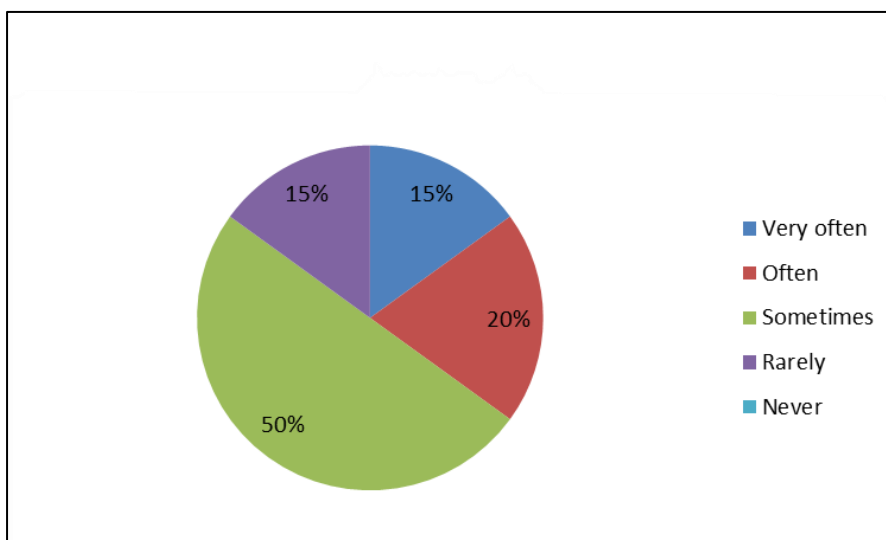
Chart 2. *Frequency of organizing experiential activities in English courses*

How frequent the teachers implement experiential activities in English courses is revealed in Chart 2. According to the chart, organizing such activities in Engish teaching seemed not so common. Only one third of the respondents often organized experiential activities in English classes; meanwhile 50% of the teachers declared occasional implementation of the activities. However, no teachers admitted that they never organized experiential activities in English courses, which partly illustrates that the preschool teachers are used to implementing the activities in their English teaching.

b. Experiential activities that have been organized in English courses
"What experiential activities do you usually organize for children in English courses?"
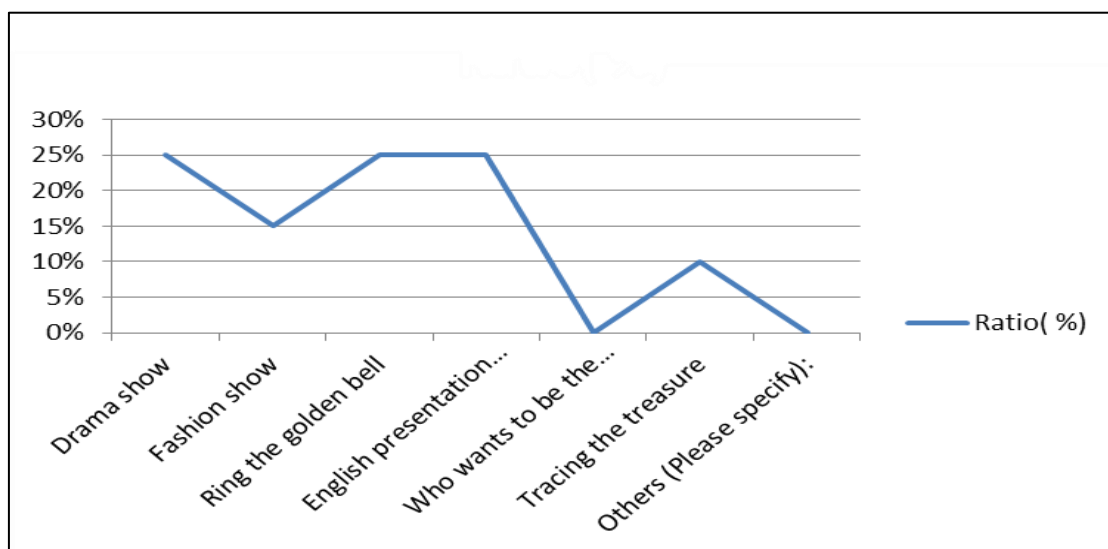
Chart 3. *The experiential activities organized for children in English courses*

Chart 3 depicts the experiential activities implemented for 5-year-old preschoolers in English classes. It is shown that the three most commonly organized activities were Ring the Golden Bell, Drama Show and English Presentation Contest with the same percentage of 25%. The activities of Fashion Show and Tracing the Treasure occupied 15% and 10% respectively. On the contrary, Who wants to Be the Millionaire, a game show imitated a real television program was not implemented in any classes.

[7] Female, 30 years old, teacher F of Duck *"According to my view, the operation of Ring the Golden Bell should be held regularly,because this activity attracted many students to participate through which improve speaking skills of students and requires teachers to head invest more time for children".*

[8] Female, 28 years old, teacher G of Chicken *"In my viewpoint, drama show is a great activity because it helps students to be more creative when participating in the role, the character confident".*

[9] Female, 33 years old, teacher A of Tiger *" In my opinion, we have to contest a presentation in English which is a form of inspection capabilities of students in a comprehensive manner such as the ability confidently stood before the stage, the knowledge that children gain".*

4.1.1.3. Teachers' evaluation of the implementing experiential activities in English teaching for 4 to 5-year-old children in Huu Nghi kindergarten

a. Teachers' evaluation of conditions
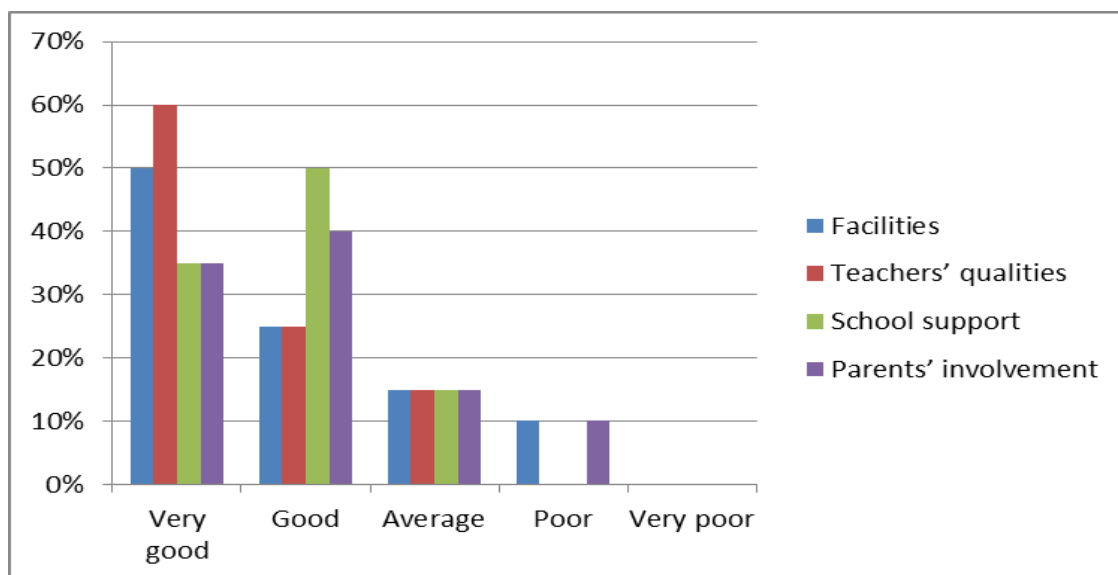
Chart 4. *Huu Nghi teachers' evaluation of the school conditions for implementing*

experiential activities

Chart 4 demonstrates teachers' judgment of the school conditions including facilties,

teachers' qualities, school support and parents' involvement for organizing experiential activities. Ranked the first in teachers' evaluation, teachers' qualities, as seen from the chart is accounted for 85% of chosen responses for its good conditions. Nevertheless, parents' involvement and facilities were not highly appreciated for their goodness for implementing experiential activities with 10% of teachers evaluating their poor conditions. 15% of the respondents regarded that the four conditions were that of average to facilitate the implementation of the experiential activities.

[10] Female, 29 years old, teacher H of Cat *"According to my opinion, the quality of teachers in preschools Huu Nghi is an advantage for the organization of activities. Because the majority of our teachers are experienced in organizing activities, and in the most teachers have a basic knowledge of English. Especially foreign teachers".*

[11] Female, 29 years old, teacher I of Bear *"In my opinion, the organization of Huu Nghi preschool activities will be easy to implement because the school has modern facilities".*

[12] Female, 33 years old, teacher A of Tiger *"In my view, every activity is organized successful or not it is due to the involvement of parents".*

4.1.3.2. Teachers' identification of students' most favorite experiential activities

Table 3. Teachers' identification of students' most favorite experiential activities

Statements	*Frequency*	*Percentage (%)*
Drama show	4	20%
Fashion show	2	10%
Ring the golden bell	10	50%
English presentation contest	3	15%
Who wants to be the millionaire?	0	0%
Tracing the treasure	1	5%
Others (Please specify):	0	0%

Students' preferable experiential activities identified by Huu Nghi teachers were revealed in Table 3. According to the table, Ring the Golden Bell occupied half of the chosen responses and was considered the most favourite experiential activities among Huu Nghi preschoolers. Drama Show and Fashion Show shared the same percentage of 15% and ranked the second in the list. However, Who Wants to be the Millionnaire was not chosen by any teacher as students' most favourite experiential activities. The reasons why students preferred those actives were mentioned by teachers in the interviews.

[13] Female, 26 years old, teacher of B Monkey *"Ring of the Golden Bell is associated with topics that children have learned at school, and thus this activity will encourage more children to participate."*

[14] Female, 28 years old, teacher D of Elephant *"In my opinion, children like Drama show because children are disguised as characters they like."*

[15] Female, 31 years old, teacher K of Panda *"The English presentation contest makes children love because children express their feelings."*

c. Teachers' evaluation of students' interests

Chart 5. *Huu Nghi teachers' evaluation of students' interest*
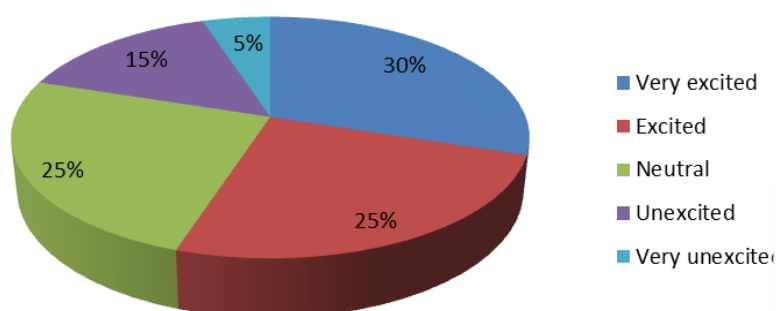
Chart 5 demonstrates teachers' evaluation of how students are interested in the experiential activities in English learning. As illustrated in the chart, 55% of the teachers confirmed the students' excitement in participating in the experiential activities. In contrast, one third of the respondents believed that students were not excited when they joined in the experiential activities.

4.1.2. Students' performances in experiential activities

4.1.2.1. Student's performances reflected in the pre-test

Table 4. *Frequencies of students' pre-test scores*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7.00	3	4.4	4.4	4.4
	8.00	21	30.9	30.9	35.3
	9.00	31	45.6	45.6	80.9
	10.00	9	13.2	13.2	94.1
	11.00	3	4.4	4.4	98.5
	12.00	1	1.5	1.5	100.0
	Total	68	100.0	100.0	

Table 4 shows frequencies of students' pre-test scores. The highest percentage of 45.6% is reflected in the numbers of the test score 9.00, followed by 30.9% of the test score 8.00. The maximum scores of 12 occupies 1.5% reflected in only 1 frequency of students' scores.

Descriptive Statistics   (*)Number of children

	No (*)	Minimum	Maximum	Mean	Std. Deviation
Pre-test scores Valid (listwise)	68 68	7.00	12.00	8.8676	.96048

The results of students' performance before participating in experiential activities are demonstrated in Table 5. As can be seen from the table, the minimum score of the students' performance was 7 out of 20 (equivalent to 35% completion of the test) while the maximum was 12 (equivalent to 60%). The mean score was 8.8676.

4.1.2.2. Student's performance reflected in the post-test

Table 6. *Frequencies of students' post-test scores*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8.00	1	1.5	1.5	1.5
	9.00	3	4.4	4.4	5.9
	10.00	12	17.6	17.6	23.5
	11.00	23	33.8	33.8	57.4
	12.00	18	26.5	26.5	83.8
	13.00	8	11.8	11.8	95.6
	14.00	3	4.4	4.4	100.0
	Total	68	100.0	100.0	

Frequencies of students' post-test scores are illustrated in Table 6. The highest percentage of 33.8% is reflected in the numbers of the test score 11.00, followed by 26.5% of the test score 12.00. The maximum scores of 14.00 occupies 4.3% reflected in only 1 frequency of students' scores. The minimum score of 8.00

accounts for 1.5% with 1 student receiving such a score.

Table 6. *Descriptive statistics of post-test on students' performance*

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test scores	68	8.00	14.00	11.3235	1.23918
Valid N (listwise)	68				

The results of students' performance after the implementation of experiential activities in English teaching for 5-year-olds are demonstrated in Table 6. As shown in the table, the minimum score of the students' post-test performance was 8 out of 20 (equivalent to 40% completion of the test) while the maximum was 14 (equivalent to 70%). The mean score was 11.3235.

4.1.2.3. The impact of experiential activities on students' performance

Table 7. *Statistics of pre-test and post-test scores*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	8.8676	68	.96048	.11648
	Posttest	11.3235	68	1.23918	.15027

As shown in Table 7, post-test result is higher than pre-test by 2.4559 (11.3235- 8.8676), which means that the students' participation into experiential activities is relatively beneficial to their English performance.

Table 8. *Correlations between pre-test and post-test results*

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	68	.488	.000

The association between pre-test and post-test scores is reflected in Table 8. The correlation coefficient 0.488 with corresponding p-value of 0.000 indicates significant relationship. It can be indicated that the use of experiential activities in English teaching for 5-year-old schools has demonstrated influence on students' English results. It is also noteworthy that high scores in pre-test go with corresponding high scores in the post

Table 10. *Paired differences between pre-test and post-test*

	Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			
Pretest Posttest -2.45588	1.13865	.13808	-2.73150	-2.18027	-17.786	67	

The hypothesis test for difference is illustrated in Table 10, where the obtained tvalue of 17.786 and the corresponding p-value of 0.000 at df = 67 show significant difference at 0.05 level of significance. This means that the implementation of experiential activities in English teaching for 4 to 5-year-old children in Huu Nghi kindergarten used after pre-test showed effectiveness.

4.2. DISCUSSIONS

According to the results of students' performances experiential activities, we realize that carrying out the experiential activities for the children is very significant. It is clearly shown that the differences between the frequencies of students' pre-test scores and the frequencies of student's post - test scores. Overall, the post-test result is higher than pre-test by 2.4559 (11.3235-8.8676). In detail, the number of the test score 9.00 occupies the highest percentage (45.6 %) via prediction, whereas the number of the test score 11.00 after the students 'implementation obtains the highest percentage which is increased about four times (33.8%) , and followed by 26.5% of the test score 12.00. In addition, the maximum score in pre-test is 12.00 , but it is increased 2 more scores in posttest. What is more, the minimum score of post-test is 8.00, which is different from the minimum of the pre-test (7.00). Based on the statistics of pre-test and post-test scores, it is demonstrated that the children are so interested in participating the outdoor activities which bring them a modern and lively studying environment.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

To sum up, it is recognized the rise in the numbers of test score and percentages between the frequencies of students' pre-test scores and the frequencies of students 'post-test score. Furthermore, from the results of students performances experiential activities, it is shown that they are the most important and advanced studying method for children, especially for kindergartens. Huu Nghi kindergarten school organized successfully three interesting contests which were selected with the most percentages such as Ring the golden bell (50%), Drama show (20%) and English presentation contest (15%). These activities attracted a large number of students joining and achieved the results that overcame the planed figures. After organizing these contests, it is clear that there are many benefits for children when they are participated in the useful outdoor activities. Thanks to the fascinating contests, students can improve more skills. For example, in Ring the golden bell contest, the students can broaden the variety of knowledge about animals, food, basic operations, etc. Moreover, the children are trained the confidence while standing on the stage. Therefore, in addition to learning English , the students have a chance to express their dynamic personality, increase their awareness, and create good conditions to develop thought via the new educational methods.

Through the study of theoretical basis, practical basis at Kindergarten school Huu Nghi – Hai Phong City and organizing experience activities we draw the following conclusions:

Experimental activity is an important activity, very useful and necessary for children in preschool. Participating in outdoor activities, children are allowed to work outside the classroom, breathe in the fresh air, mix with nature, enjoy the grass and flowers, take care of the trees around them ...Help improve health, adaptation to weather, environment ... Thereby, educate children in many ways and create favorable conditions for children to develop skills. Through games organized in outdoor activities, children are more agile and create solidarity with friends, working together while playing.

The study has been designed three outdoor activities for children kindergarten school in Kindergarten Huu Nghi – Hai Phong city. Comparing results shows that organizing experience activities is really useful, not only helps children increase their interest in activities but also can provide them with a significant amount of knowledge about environmental issues and environmental education. Thereby, children are aware of learning more and easily absorb more knowledge. Students do not feel boring and rigid in the learning process. Let children really learn and play and play.

From the above statements, can be seen, the organization operating experience should be conducted and apply more to general and preschool children preschool 6 years old in particular. This helps children develop comprehensively and love school more.

5.2. Recommendations

5.2.1. Recommendations on the administration

5.2.1.1. For preschools

The school should create conditions for facilities to help teachers organize activities can experience a convenient, satisfying the needs of children's activities. Organize retraining courses for preschool teachers on methods, ways prepare and organize an outdoor activity. Teachers encourage creativity in the process of organizing activities for the children in order to raise the level of excitement and actively participate in children's activities. Integrating the necessary content, that fits into your outdoor activities designed. Changing methods for hours of outdoor activities are plentiful and attractive to children.

5.2.1.2. For preschools teachers

Operational experience will be an active work to attract students and help students memorize the best knowledge. Therefore, teachers need to be equipped with early childhood knowledge, basic skills in designing, organizing outdoor activities; know how to organize outdoor activities consistent with the subject matter as well as the age and characteristics of the mind - the physiology of the child; attracting children to participate in outdoor activities organized by themselves, creating a close and familiar environment for children to play, be creative, have a sense of environmental protection.

5.2.2. Recommendations on the improvement of implementation of the experiential activities in English teaching

Based on the reality of implementing experiential activities in English teaching in Huu Nghi preschool as well as the teachers' evaluation, several recommendations are provided for more effective implementation of those activities in kindergartens.

5.2.2.1 For the implementation of Drama show

a. Setting up the specific schedules to carryout

Teachers should check the facilities and survey the child and then they should develop a specific plan. The program of activities and selection of literary works inside and outside the curriculum is a very important factor, which can be adjusted into a scenario suitable for the child's age, theme and procurement plan set. equipment and toys, clothes (hats, clothes, shoes, tapes, some other pages. Introduce the children's parents to understand the importance of the children to approach literature. Moreover, it is necessary to create the condition for the teachers to get encouragement from the parents to organize the program " Drama show" for the kids better.

The environment in the classroom is very significant for the kids to help them get excited and take part in the activities every time and everywhere. Mostly, creating the environment is at the books corner and the art corner.

Books corner: Comic books and some funny and cute pictures in stories are collected for the kids to art and manage the pictures to create a story to help the kids understand the content of the story profoundly.

Arts corner: The decoration is shown through the selection of objects, colored costumes, neatly arranging them and changing based on the themes.

There is a regular meeting to discuss, give some ideas about some difficulties and offer some solutions to solve some of the disadvantages of organizing dramatic TV programs to bring out the scriptures. experience in organizing activities.

b. Read and tell the children whole the story artfully

That means the teachers use their voice to show the story and express the content, artistic style of the story, held the children reproduce via the pictures, the teacher's words, to arouse the children's feelings. Some skills of reading and telling expressively: Identify and use tone exactly, broken intonation, rhythm, sound, language. According to the basic tone, the teacher also has to use the different nuances based on the developments of the story.

Teachers want to improve the efficiency of telling and reading a story expressively, they need to pay attention to the expression, gestures, posture to match the story.

Besides, talking to children about the story is very important, which they listen to by answering some questions about the content and artistic value of the story, helping the child know the type of story, understanding the action. of the character, remember the story in the story, recognize the personality, understand the meaning of the story. Moreover, children can know and learn about metaphors, comparisons, story types and some confusing questions, some questions are asked through descriptive languages. Let the children accusation to plays by reading the scenario for the children, help them know the characters 'nuances, tone and words. Moreover, the teacher can allow the children to watch the film which is adapted from the scenario once, hence the children can feel the characters and their actions in the film.

c. Hold for the children to cast and practice acting Each child who plays their character will help them discover character traits and understand more deeply. Teachers can let many children play a character based on the number of performances.

Teachers can also help children remember words by reading the character's dialogue in the script, and then each child repeats the character's conversation in the script; Next, change the characters together to keep the child memorizing the story and performing different roles.

Children can express characters by having each group of children practice combining words and gestures of characters. The children can show their actions and guesses based on their imagination through teacher analysis. Teachers try to arouse children's imagination, guide them to think about a number of ways and express their feelings in the story. Teachers need to comment and supplement in time when children perform poorly, teachers can guide, then allow them to work in a group with teacher control.

Children can express characters by having each group of children practice combining words and gestures of characters. The children can show their actions and guesses based on their imagination through teacher analysis. Teachers try to arouse children's imagination, guide them to think about a number of ways and express their feelings in the story. Teachers need to comment and supplement in

time when children perform poorly, teachers can guide, then allow them to work in a group with teacher control.

In practicing progress, the teacher is a prompter, a narrator and a director. The teacher's participation with the children makes the play consistent. When the children can remember their character, the teacher let them express their talents.

Performance: Each group is shown the play via the performance, the children have a ability to show their role directly and flexibly, the children can remember the dialogue, use the words and gesture, memories the happenings of the story via scenes, help the children know how to combine between their friends and themselves perfectly to create an attractive play.

The teacher arranges for the groups to play in turn a play to help them play in some days and avoid boringness. Moreover, acting also attracts all children joining. After playing, the teacher should organize a discussion to evaluate the quality of the children's acting and compare their action with the character's action in the story, then we can give a lesson in a group. Sometime, the children can review the play which they acted, so the kids can remember the story and improve their acting skills on the stage.

Acting according to literature is not only a game, but also is dramatic art. Thus, stage and make up are necessary conditions in a play, they make the performance more attractive, increase the children's real feelings while acting. Therefore, a successful play also depends on make – up and the stage.

d. Prepare the stage, instruments and make up

The stage and instruments use a small space in the classroom or a stage on schoolyard. Decorating the stage is very significant. Decoration contributes to create the impression for a play and make the children feel. They are the characters in the story. The stage can be decorated the curtains, flowers, tables, chairs, toys… Moreover, it is decorated colorfully and gently based on the different plays. Make – up: The makeup depends on a number of characteristics such as the characteristics of the characters in the story, the character's age. Make – up for face: Teacher can base on age, career, characteristic of each character in the story.

Example: The rich man can draw the beard, some lines on the fore head, a big mole to create a wicked guy, Buddha has a long beard, a snow – white head of hair to show the kindness.

Make up for head: Crown for king, queen, prince and princess, some hats for animals such as dogs, cats, birds, rabbits…

Costume: The selection and decoration of clothes suitable for children will add to the diversity of characters, we should prepare jackets, belts, hats suitable for a play.

5.2.2.2. For the implementation of Ring the Golden Bell
a. Setting up the specific schedules

Firstly, It is essential that the teacher check the facilities of the class, do a survey to assess the child, and then make a plan. Second, Teachers plan the activities of the program by selecting content in the age-appropriate curriculum and curriculum for children, the plan to purchase equipment. Third, they discussed with the school council to implement the schedule.

Introducing for students's parents to practice with their children will be an opportunity for parents to be closer to children. Besides, It also creates conditions for parents to support teachers to organize better.

Questions that are carefully prepared and aligned with the curriculum are essential as some questions regarding preschool curriculum or English questions.The English group must have a meeting to give questions and keys with a view to making sure the accuracy and suitability with the kids.Create the environment at the classroom and prepare some cards about the topics they learned such as alphabets, numbers, animals.

School administrators need to organize weekly exchange activities with teachers to find out the difficulties and provide solutions to get good results.

b. Giving some rules of the game

Candidates will compete in a concentrated form. The candidates sit on the competition floor according to registration number . The program will give the questions inturn (15 questions).

The candidates write on thier board. If they answer correctly, they will continue sitting on the competition floor to answer the next questions. If they are wrong, they will get out of the floor. Each candidate has 20 seconds to think and write their answer. The last contestant will be the best. The one who answers the last question correctly, is the winner to ring the golden bell.

The competition has 2 stages:

Stage 1: Stage 1 has 8 questions. If stage 1 is not finished and no one is on the floor, the relief group (the teachers of thier classes) will take part in a funny

game at a short time to save thier students from returning to the competition floor.

Stage 2: Stage 2 has 7 questions with different fields. If there is only one candidate who reaches to question 15 on the competition floor, he/she have a chance to choose a question from one of three fields: natural science, social science, general knowledge. If there are 2 or more candidates, the organizers will decide the last question.

Aid:There are 2 forms of aid:

In the relief section, the relief group will take part in a small game. Then, the representative will pick up the lottery to decide the number of candidates returning to the competition floor.

When there is only one candidate on the competition floor, he /she has an aid card. If the contestant need the aid, he/she will hold up the aid card and the audiences will throw paper planes containing the answer on the competition floor. The candidate gives the answer thanks to the aids.

c. Organizing to try making a competition at the classroom

Preparation: the teachers require the children to sit on the right position, prepare for them the cards related to the competition, chalks, boards, wipes...

Organazing the competition: The teacher reads the rules for the competition and start to compete. The teacher reads the question and the students find and answer the question. The teacher guides the students to find the cards of numbers, letters,animals or English cards. When students listen their teacher reading the question to help them get familiar with how to play. The teacher helps them memorize the content of the cards by practising every day and combine with the children's parents to practise for them.

Teachers can arrange the groups to play in turn together on some days in order to acttract all kids take part in. After finishing, it is very essential to discuss and give some lessons for next times.

d. Preparing for the stage

Stage: we can use a small space in the classroom to make a stage. It is decorated the curtain, flowers, chairs, tables,etc.

5.2.2.3. For the implementation of the Presentation Contest

a. Setting up the specific shedules

Preparing topics and content for children is an important factor in the presentation.

Then, basically, the teacher needs to check the facilities of the class, conduct a survey to assess the child, and then make a plan. Secondly, it is recommended to plan for program activities, select content in curricula and curricular programs that are appropriate for young people, plan to buy equipment. Third, teachers discuss with the school council to make the schedule.

Students' parents should participate in the practice with children. That will create conditions for parents to support teachers better. Parents can also participate in weekly activities with teachers to find difficulties, come up with solutions and get good results.

b. Reading and teaching how to pronounce for kids

It means that the teacher has to use her nuances and tone to present the work and express the content which the reader communicates to listeners. Moreover, the teacher should show pictures so that the students can memorize and arouse thier feelings. Teachers need to read the intonation correctly, pronounce exactly, use the structures true. Besides, the teacher has to show the different nuances to make the story stand out. In order for the presentation to be successful, the teacher should pay attention to the gestures, facial expressions and posture to match the story.

Talking with children about the content of the lecture helps them remember, understand the action and master the content, so that the child can achieve good results.

c. Organizing to practise for kids

Children will remember better by reading and repeating many times. The teacher will help thier students present the lecture by combining between thier gestures and imagination based on the teacher's analysis. The teacher needs to comment and complement timely when the children express not well, the teacher can give instruction and allow them to practise under the teacher's control.

Presentation: each student will make a presentation , so the kids can present actively and flexibly. The children can remember the content which they would like to say and use the nuances while presenting.

For example: The teacher can give 2 topics: What animals do you like? Who do you love most in your family? Then, students will select the topic.

Some rules of the presentation contest for the teachers and the students to understand and carry out effectively

Scoring criteria: The presentations are evaluated according to the following criteria:

Structures (4 points): The presentation shows the fluent language with the high accuracy in grammar and vocabulary and use the varied vocabulary and proper useage. Content (8 points): The presentation expresses clearly the point of view and the purposes required, provides the ideals sufficiently and the evidences persuasively so as to protect thier opinions.

Presentation skills (8 points): The candidates make eyes contact with audiences during the presentation, make sure to keep audiences listening and supporting, use the gesture and the body language properly to persuade audiences, response time required. Moreover, the candidates can give some illustrations, if any, they should be used skillfully, suitably for the content.

The contest includes 2 rounds:

Preliminary round: The candidates have a maxium of 5 minutes to present. The organizers wil select 5 candidates to the next round.

Final round: In the final round, the judges will choose the first prize, the second prize, the third prize and the consolation prize.

d. Preparing for the stage Stage:

We can use a small space in the classroom to make a stage. It is decorated the curtain, flowers, chairs, tables,etc.

5.3. Limitations of the study and suggestions for further studies

Due to time limits and the researcher's limitations in experience and competence, there are some unavoidable weaknesses, which could be better solved for further studies. Studies on the implementation of other experiential activities beside Drama Show, Ring the Golden Bell, and Presentation Contests well as more systematic evaluation of such implementation should be carried out.

Similar research on other settings, public nursery schools or primary schools for example can be implemented to collect more data reflecting different aspects of the issue.

Wider population of participants, for instance, children from 3 to 5 years old should be included in the study to provide more concrete findings.

It is suggested that other forms of evaluation of the effectiveness of the implementation of experiential activities on other aspects such as students'

cooperation skills and students' creativeness competence be conducted for a more systematic and comprehensive insights on the issue.

All in all, although the study cannot avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

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APPENDICES

APPENDIX 1: Questionnaire

(For teacher)

In order to see the importance of organizing experiential activities for children in preschools, the teacher please give his opinion by circling the answers that the teachers agree with or add your opinion to the spot on the following issues:

PART A. PERSONAL INFORMATION

Name: _____ Age: _____Gender: _____

Nationality: _____

Length of English teaching: _____ years

English Proficiency level: B1,,   B2 ,, C1,,   Not identified ,,

PART B. BENEFITS OF EXPERIENTIAL ACTIVITIES

The following statements focus on the general benefits of organizing experiential activities in English teaching and learning at pre-schools . Indicate how much you agree with the statement by circling the appropriate answer.

1. Strongly disagree

2. Disagree

3. Neither agree nor disagree

4. Agree

5. Strongly agree

1. Organizing experiential activities in learning English is very necessary for preschool students. ①②③④⑤

2. The goals of the English courses are better achieved through experiential activities. ①②③④⑤

3. Students participate eagerly in experiential activities. ①②③④⑤

4. There is more teacher-students and students-student interaction in experiential activities. ①②③④⑤

PART C. PERSONAL EXPERIENCE

The following questions are to discover your personal experience in organizing

experiential activities in teaching English for Huu Nghi preschoolers. Follow the

instructions of each question.

5. Which factors influence the organization of experiential activities in English teaching and learning for Huu Nghi preschoolers? (*Put a ð where appropriate. Youcan choose more than once*).

	Professional qualifications of teachers
	The interest of parents
	The interest of the school
	Characteristics of the child
	Conditions of school facilities
	Others (Please specify): _____

6. How much do you think the following issues in Huu Nghi schools meet the needs of organizing experiential activities in English teaching and learning? (*Put a ð where appropriate.*)

	1 Very good	2 Good	3 Average	4 Poor	5 Very poor
Facilities					
Teachers' qualities					
School support					
Parents' involvement					

7. How often do you organize experiential activities in your English course? (*Put a ð where appropriate.*)

1 Very often	2 Often	3 Sometimes	4 Rarely	5 Never

8. What experiential activities do you usually organize for children in English courses? (Put a ð where appropriate.)

	Drama show
	Fashion show
	Ring the golden bell
	English presentation contest
	Who wants to be the millionaire?
	Tracing the treasure
	Others (Please specify): _____

9. What activities do children like best? (*Put a ð where appropriate.*)

	Drama show
	Fashion show
	Ring the golden bell
	English presentation contest
	Who wants to be the millionaire?
	Tracing the treasure
	Others (Please specify): _____

10.What is the level of interest of 6-year-olds when participating in experiential activities? (Put a ð where appropriate.)

1	2	3	4	5
Very excited	Excited	Neutral	Unexcited	Very unexcited

11. What difficulties have you encountered during your organization of experiential activities in your English course? (Put a ð where appropriate.)

	Others (Please specify): _____

12. Which statements do you think is true in organizing the following experiential activities: Drama Show, Ring the Golden Bell, English Presentation Contest?

A. Drama Show	
	Build a specific implementation plan
	Read and tell your child stories that help children with stories
	Organize role-playing for children and practice role-playing:
	Prepare the stage and dress up props

B. Ring the Golden Bell	
	Check the school's facilities
	Have a communication plan with parents
	Create an environment at the school playground
C. English presentation contest	
	Let your child sit in the right position
	Introduce the class about the topic of study
	Invite students to speak up in Vietnamese then move to English.

That is the end of the questionnaire. Thank you very much for your cooperation.

OBSERVATION SHEET

Observer name:...

Date:...

Class:..

Observation time: ....

Activity name:...

Details: ....

Teacher's activities	Children's activities	Children's level of interest	Evidences

Comments:

....

....

....

....

....

....

....

APPENDIX 2b:
ASSESSMENT SHEET OF STUDENTS' INTEREST

Numerical order	Levels	Evaluation criteria
1	Very excited	Children listened attentively during herteacher organization activities. - Children comply with the request, playthe game by the rules. - Children are creative and excited,actively participate in activities organized by her.
2	Excited	- Children listen to the teacher during her organizing activities. - Children know how to play the game properly. - Children are interested in participating in activities organized by her.
3	Neutral	- Children listen to teachers in the process of organizing activities. - Participate in games.
4	Unexcited	- Many children do not listen to theteacher during her organization. - Many children do not actively participate in the activities organized by the teacher.
5	Very unexcited	Children do not pay attention to listening to the teacher during the teacher organized activities. - Children are disorderly, messy, do their own things when teachers organize activities. - Children do not actively participate in activities

ASSESSMENT RECORDS OF CHILDREN'S INTEREST

Activity name:...

Observer name:..

Observation time:

....

Number	Name	Level				
		Very excited	**Excited**	**Neutral**	**Unexcited**	**Very unexcited**
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

INTERVIEW SHEET
INTERVIEW

(For teachers)

The following interview questions allow the researcher to have better understanding of the teachers' perceptions of the benefits of experiential activities in general and their personal experience as well as their evaluation of the

implementation of such activities in Huu Nghi preschool. Please feel free to mention any details that you may think relevant to the question.

PERSONAL INFORMATION

Name: _____ Age: _____ Gender: _____

Teacher of class: _____

Question 1: In what development areas do experiential activities in English teaching help preschoolers? Please refer to physical, cognitive, emotional, and social development and any other areas.

Answer:

....
....
....
....
....
....
....

Question 2: In your opinion, what factors affect the organization of outdoor activities for preschool children? To what extent?

Answer:

....
....
....
....
....
....
....

Question 3: Why do you organize the mentioned experiential activity (Drama Show/ Ring the Golden Bell/ Presentation Contest/ Fashion Show, etc.) for children in English courses?

Answer:

....
....
....
....
....
....
....

Question 4: How do you evaluate Huu Nghi's conditions for implementing experiential activities? Please provide any evidence for your comments.

Answer:

....
....
....
....
....
....
....

Question 5: Why do you think your students prefer those activities (Drama Show/ Ring the Golden Bell/ Presentation Contest/ Fashion Show, etc.)?

Answer:

....
....
....
....
....
....
....

APPENDIX 5:
CRITERIA FOR ASSESSING STUDENTS' PERFORMANCES IN THE ACTIVITY

NAME OF THE ACTIVITY: ……………………………………

Student's name: ....

Class:..

POINTS	PRODUCTION		RECEPTION	NON-LINGUISTIC COMPETENCES	ATTITUDE
	Language (Vocabulary + Structures)	*Pronunciation*			
Extraordinary (4)	Speaks using the appropriate vocabulary and structures without remarkable mistakes	Uses the pronunciation worked in class perfectly and tries to sound natural	Can understand everything	Use gestures and facial expression to support what she's saying	Shows great interest and makes a great effort to perform well and learn more.
Very good (3)	Speaks correctly or with few mistakes using appropriate language & structures	Uses the pronunciation worked in class perfectly and tries to sound natural	Can understand almost everything	Is confident and uses non-linguistic competences to help communication	Shows interest and makes an effort to have a good results. Wants to learn more.
Acceptable (2)	Speaks with several mistakes although it is comprehensible	Tries to use the correct pronunciation but makes several mistakes	Needs a little bit of help	Use non-linguistic competences to help communication more than linguistic competences	Shows interest and aims for a pretty nice result.
Need improvement (1)	Only uses single words and sometimes with mistakes	Pronounces the words as they are written	Needs lots of help	Relies on non-linguistic competences to communicate	Effort and interest are only enough for a passable result
Not acceptable (0)	Doesn't try to speak or speech is incomprehensible	Doesn't try to speak or speech is comprehensible	Doesn't understand anything	Isn't able to communicate even with non-linguistic strategies	Doesn't make any effort or shows

					interest in learning or improving
POINTS GIVEN	…………..…./4	………....../4	…….....…./4	…………..…../4	…………./4
TOTAL	…………...…./20				

Table of Score for the Pre Test & Post Test in some two e.g class
Class Sunflower & Class Future

Number	Name	Date of birth	Sex	Pre	Post
1	Anna	08/11/2013	Female	7	8
2	Bella	22/11/2013	Female	8	11
3	Santa	01/11/2013	Male	9	10
4	Bee	11/01/2013	Male	9	11
5	Daisy	07/08/2013	Female	8	9
6	Ant	30/03/2013	Female	8	11
7	Rose	15/11/2013	Female	8	9
8	Lilly	04/12/2013	Female	10	13
9	Kriss	15/07/2013	Male	8	11
10	Adelaide	27/09/2013	Female	10	12
11	Albert	26/10/2013	Male	9	11
12	Eric	01/11/2013	Male	10	11
13	Henry	08/11/2013	Male	9	10
14	Sophie	29/10/2013	Female	10	12
15	Gloria	23/10/2013	Female	9	11
16	Robert	26/10/2013	Male	9	12
17	Stephen	20/09/2013	Male	10	12
18	Amanda	27/03/2013	Female	8	12
19	Alan	25/03/2013	Male	8	10
20	Helen	22/02/2013	Female	7	10
21	David	09/09/2013	Male	9	13
22	Irene	17/01/2013	Female	8	11
23	Paul	27/0/2013	Male	8	10
24	Victoria	01/02/2013	Female	9	12
25	Vivian	28/01/2013	Female	9	12
26	Dylan	22/11/2013	Male	9	12
27	Neil	11/07/2013	Male	9	13
28	Esther	09/12/3013	Female	9	13
29	Jasmine	23/02/2013	Female	10	14
30	Layla	06/02/2013	Female	9	11
31	Phelim	27/11/2013	Male	7	9
32	Enoch	15/09/2013	Male	8	10

33	Bevis	04/01/2013	Male	9	10
34	Kieran	29/01/2013	Male	10	11
35	Peter	29/09/2013	Male	11	12
36	Selena	07/05/2013	Female	11	12
37	Violet	22/10/2013	Female	11	12
38	Amanda	26/11/2013	Female	12	13
39	Jethro	28/02/2013	Male	8	12
40	Ruby	26/10/2013	Female	9	11
41	Curtis	17/05/2013	Male	8	11
42	Sienna	19/05/2013	Female	9	11
43	Anatole	26/09/2013	Male	8	12
44	Radley	01/11/2013	Male	8	11
45	Agnes	06/08/2013	Female	8	11
46	Hubert	29/07/2013	Male	10	12
47	Almira	12/11/2013	Female	9	13
48	Alva	04/10/2013	Female	9	11
49	Clitus	25/12/2013	Male	9	11
50	Cuthbert	23/08/2013	Male	8	13
51	Emma	15/08/2013	Female	9	11
52	Damian	30/10/2013	Male	10	12
53	Laura	30/09/2013	Female	8	12
54	Baron	30/07/2013	Male	9	13
55	Ivor	21/04/2013	Male	9	12
56	Aisling	23/10/2013	Female	9	11
57	Dido	24/10/2013	Female	9	14
58	Jerome	03/01/2013	Male	8	10
59	Gaerwen	21/10/2013	Female	8	10
60	Millicent	18/11/2013	Female	8	12
61	Solomon	29/07/2013	Male	9	11
62	Ruth	24/08/2013	Male	8	11
63	Abner	28/12/2013	Male	9	10
64	Nora	08/12/2013	Female	9	14
65	Priscilla	01/09/2013	Female	9	10
66	Hugh	15/06/2013	Male	9	10
67	Teresa	08/08/2013	Female	9	11
68	Sharon	20/01/2013	Female	9	11

English For Kids - Book 1 Progress Test

Name: _____   Class: _____

Point:_____

Look at each picture and choose the best answer.

1 Choose your answer

This is blue.○ This is yellow.○ This is red.○
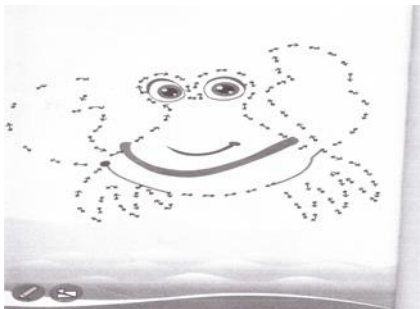
2 Choose your answer

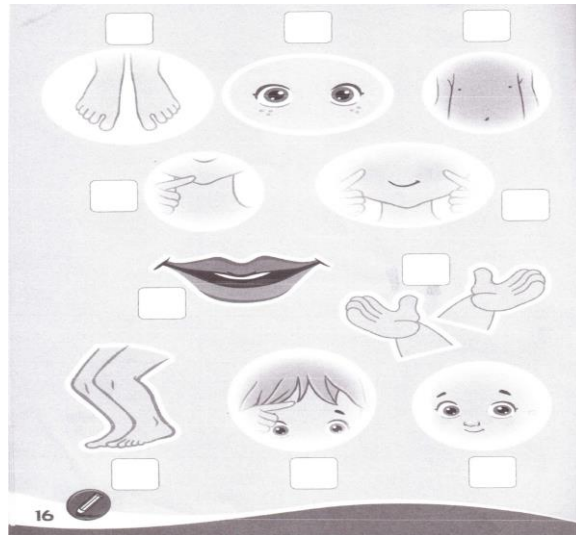These are bees.○ These are bears.○ These are birds.◉

3 Choose your answer

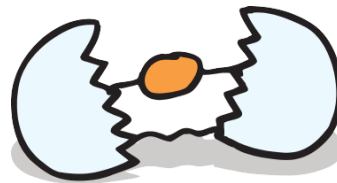It's a sunny day.○ It's a rainy day.○ It's a windy day.

4: What is this animal?

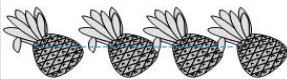5-14: Show your body part and tell teacher these name

15: Say the five short vowels. Say the sound of the short vowel a,e. Write the letter a,e to complete the words below. Say the words.

c __ t + __ gg

16-20: How many fruits:

How many fruits?

five   four   three   two

_one__peach

_____bananas

_____oranges

_____pineapples

_____pears